

# HELLENIC ARMY ACADEMY

ΣΤΡΑΤΟΣ ΞΗΡΑΣ ΣΤΡΑΤΙΩΤΙΚΗ ΣΧΟΛΗ ΕΥΕΛΠΙΔΩΝ GREEK ARMY HELLENIC ARMY ACADEMY

### **Internal Evaluation Report\***

Higher Education Institution HELLENIC ARMY ACADEMY

**Department Operation Department of Military Sciences** 

(Unique Department)

Academic Years 2010-2014

Place Vari

Date September 2014

\*Following the HQA template (Hellenic Quality Assurance and Accreditation Agency)

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### **Table of Contents**

Table of Contents	3
List of Tables	.17
List of Figures	.21
Introduction	.23
General	.23
Legal Framework	.23
Evaluation Process	.23
1. The Internal Evaluation Procedure	.25
1.1. Description and analysis of the internal evaluation procedure in the Department	.25
1.2. Analysis of the positive aspects and difficulties that arose during the internal evaluation procedure	
1.3. Proposals by the Department for the improvement of the procedure	.28
2. Presentation of the Department	.31
2.1. Location of the Department	.31
2.2. Brief Information about the Academy	.31
2.2.1. History of the Department – Legal framework	.33
2.3. Staffing of the Department with teaching, administrative and laboratory staf	
2.4. Number and allocation of students per study level (undergraduate, postgraduate and doctorate) in the last five years	.34
2.5. Aim and goals of the Department	.34
2.5.1. Which are the aims and goals of the Department according to its establishment mentioned in the Government Gazette?	.34
2.5.2. How does the academic community of the Department now perceive the aims and goals of the Department?	.35
2.5.3. Is there any deviation of the goals that the Department currently thinks it should pursuit from those officially laid out (in the Government Gazette when it was established)?	.35

	e the goals that the Department currently thinks it should pursuit nieved? If not, which factors obstruct or delay this effort?	35
tha	you think there is a reason for the revision of the Department's goals it have been officially laid out (in the Government Gazette during its ablishment)?	.36
	epartment's administration	
	ich committees are established and operate in the Department?	
2.6.2. Wh	nich internal regulations (e.g. Internal Regulation of the Postgraduate dies Programme) are there in the Department?	
clas	he Department classified in Divisions? Which are these? Does this ssification comply with the Department's current perception of its ssion?	.36
3. Studies	Curriculum	39
3.1. Under	graduate Studies Curriculum	39
	nat do you think of the Undergraduate Studies Curriculum extent of mpliance with the goals of the Department and demands of society?	.39
3.1.1.1.	Are there any procedures to check this compliance? How effectively are the applied?	•
3.1.1.2.	Are there any procedures of evaluation and revision of the Studies  Curriculum? How effectively are they applied?	39
3.1.1.3.	How is the Curriculum published?	40
3.1.1.4.	Is there an effective procedure to monitor the professional progress of the graduates? How are its results used?	40
	nat do you think of the structure, coherence and functionality of the dergraduate Studies Curriculum?	40
3.1.2.1.	What is the structure of the Undergraduate Studies Curriculum?	41
3.1.2.2.	What is the percentage of the core courses/specialization/ branhes in relatito the total number of the courses?	
3.1.2.3.	How many elective courses are offered;	62
3.1.2.4.	What is the percentage of required/elective courses in relation to the total the courses?	
3.1.2.5.	What is the percentage of the foundation courses, discipline courses, gener knowledge courses and skills development courses in relation to the total number of the courses?	
3.1.2.6.	How much time is allocated to theoretical teaching, practical exercises, labs and other activities?	

3.1.2.7.	How is the course syllabus organized and co-ordinated between courses? Is there any overlapping of different courses? Are there any gaps within the course syllabus? Is the syllabus reasonably long? Is there a procedure for reassessing, re-adjusting and updating the course syllabus?
3.1.2.8.	Is there a system of prerequisite courses? How functional is it? What percentage of courses belong to this system?
3.1.2.9.	Are there any courses offered by other Divisions and how many courses are offerd by other syllabi in foreign languages?:
3.1.3. Hov	v do you assess the examination system?69
3.1.3.1.	Multiple ways of cadet assessment: Are there, and to what extent, multiple (as regards type and time) ways of cadet assessment? And which in particular?
3.1.3.2.	How transparent is the process of assigning and examining the final year dissertation?
3.1.3.3.	Are there any specific quality specifications for the dissertation? Which? 86
3.1.4. Hov	v do you asses the international dimension of the Undergraduate
Sylla	abus?87
3.1.4.1.	Are there any members of teaching staff from abroad? What is their percentage?
3.1.4.2.	Is there any participation of foreign students? (absolute number and percentage)?
3.1.4.3.	Distribution of Greek, Greek-Cypriot and foreign nationals (abslolute numbers and percentages)
3.1.4.4.	How many / which subjects are being taught in a foreign language? 90
3.1.4.5.	In how many (and which, specifically) programs of international academic partnership (e.g. ERASMUS, LEONARDO, TEMPUS, ALPHA) does the Academy's undergraduate program of studies participate?
3.1.4.6.	Numerical data concerning HAA's participation in Military Erasmus actions 91
3.1.4.7.	Are there any agreements of bilateral co-operation with foreign bodies / institutions? Details? 94
3.1.4.8.	Are there any international distinctions concerning the Undergraduate Studies Curriculum? Details?
3.1.4.9.	Is the European Credit Transfer System (ECTS) being implemented? 94
3.1.4.10.	Do you distribute informative brochures about the implementation of the ECTS system?
3.1.5. Hov	v would you judge the students' field training?108
3.1.5.1.	Is field training available? Is it compulsory for all students? 108

	3.1.5.2.	In the case of compulsory field training, how do you motivate the students further?	)9
	3.1.5.3.	How is field training organized in your Department? How long does it last?  Any specific internal regulations?	)9
	3.1.5.4.	Any particular difficulties that the Department faces with respect to the organization of student field training?	)9
	3.1.5.5.	Which are the specific skills / areas of knowledge that field training aims at cultivating? Are you satisfied with its results? How successful is the integration of trainees into the environment of the educational body responsible for the training?	ir
	3.1.5.6.	Is the students' object of work during the field training linked to the undertaking of an undergraduate dissertation?	LC
	3.1.5.7.	Does the student field training create opportunities for future employment of graduates?	
	3.1.5.8.	Is there an interconnection network for the Department with social, cultural or productive bodies aimed at the students field training? 11	LC
	3.1.5.9.	What inititatives does the Depertment take in order to create employment opportunities (at local, national and European level)?11	LC
	3.1.5.10.	Is there a close collaboration between the Department's teaching staff/supervisors and the representatives of the organization executing the field training?	LC
	3.1.5.11.	Are their specific prerequisites and conditions concerning the Department's collaboration with the organizations responsible for executing the field training? What are they?	L1
	3.1.5.12.	How are the student trainees monitored and supported? 11	1
3.2	2. Postgr	aduate Studies Programme <sup>4</sup> 11	. 1
3	3.2.1. Title	e of Postgraduate Studies Programme11	.1
3	•	partments and Institutions participating in the Postgraduate Studies gramme11	.1
3	Stud	v do you assess the degree of correspondence of the Postgraduate dies Programme to the Department's objectives and the needs of iety?11	.1
3		v do you assess the structure, coherence and functionality of the tgraduate Studies Programme?11	.2
3	3.2.5. Hov	v do you assess the examination system?11	.3
3	3.2.6. Hov	v do you assess the funding of Postgraduate Studies Programmes?11	.3
3	3.2.7. Hov	v do you assess the selection process for Posgraduate students?1	3

3.2.8. How do you assess the international dimension of the Postgraduate Programme?	
3.3. PhD Programme	
3.3.1. How do you assess the degree of correspondence of the PhD Programmer	
the Department's objectives and the demands of society?	114
3.3.2. How do you assess the structure of the PhD Programme?	114
3.3.3. How do you assess the examination system?	114
3.3.4. How do you assess the selection process for candidate doctors?	114
3.3.5. How do you assess the organization of seminars and lectures?	114
3.3.6. How do you assess the international dimension of the PhD Program	nme?.114
4. Evaluation of Teaching	115
4.1. How do you assess the efficiency of the teaching staff?	115
4.1.1. Is there an evaluation process of the teaching staff by students? Ho	w is it
applied?	
4.1.1.1. Evaluation process of teaching staff by the cadets	
4.1.1.2. Implementation process	
4.1.1.3. Progress Reports for Courses and Teaching Staff	
4.1.1.4. Use of the results by members of the teaching staff	
4.1.2. What is the average weekly workload of the Department's member academic teaching staff, according to their responses?	
4.1.3. What is the weekly average teaching workload resulting from the to	
teaching hours?	118
4.1.4. How many members of the academic teaching staff teach in the Postgraduate Studies Programme?	121
	121
4.1.5. Have any scholarships / teaching awards been established by the Department?	121
4.2. How do you assess the quality and efficacy of the teaching process?	121
4.2.1. What are the teaching staff's recommendations for the improvement	
teaching?	
4.2.2. Is there a process for updating the content content of courses and methods?	
4.2.3. What is the percentage of students participating in the exams?	124
4.2.4. What are the success rates of students in the exams?	124
4.2.5. What is the procedure for re-examined students?	125

4.2.6. What is the average degree mark?12
4.2.7. What is the average duration of studies for the acquisition of a degree?12
4.2.8. What specific teaching methods are used?12
4.2.8.1. What are the results of the above table of teaching methods? 12
4.3. Who do you assess the organization and application of teaching?130
4.3.1. How are students notified of the course syllabus at the beginning of the term?
4.3.2. Are the learning objectives and expected outcomes of courses described?
4.3.3. Is there a measurement procedure for the accomplishment of the learning objectives of courses?
4.3.3.1. Continuous assessment of the accomplishment of learning goals
4.3.4. Is there a measurement procedure for the accomplishment of the learning objectives?
4.3.5. To what extent is the daily academic timetable complied to?140
4.3.6. Are the organization and structure of the academic timetable rational?14
4.3.7. How many and which of the basic introductory courses are taught by higher level professors?
4.3.8. How many members of the academic staff teach courses irrelevant to their academic field and specialization?
4.4. What is your opinion of the academic teaching materials and textbooks used a HAA?140
4.4.1. Types and number of academic teaching materials distributed to cadets. 140
4.4.2. Is there a process of updating the educational aids? How is it accomplished?
4.4.3. How and when exactly are the textbooks handed out?16
4.4.4. What percentage of the curriculum is covered by the educational aids?16
4.4.5. In addition to the distributed textbooks, is bibliographic support provided?
4.5. How do you assess the existing facilities and infrastructure?160
4.5.1. Classrooms
4.5.2. Educational Laboratories
4.5.3. Storage space
4.5.4. Can the educational laboratories be used in non-scheduled hours?16

4.5.5. Study Hall/Library169
4.5.6. Administrative / Technical / Research Support Staff
4.6. How do you assess the degree of development of the Information and Communication Technologies?
4.6.1. Are the IC Technologies used in the presentation of a course? If so, how are they used in teaching?
4.6.2. Are the IC Technologies used in Laboratory Education? How?17
4.6.3. Are Information and Communication Technologies used in student evaluation? How?
4.6.4. Are Information and Communication Technologies used in the communication between students and members of the teaching staff?  How?
4.6.5. How much has the HAA invested in Information and Communication  Technologies during the last five years?
4.7. What do you think of the ratio of students to members of teaching staff?173
4.7.1. The ratio of students to members of teaching staff in classes173
4.7.2. The ratio of students to members of teaching staff in laboratories173
4.7.3. Have members of the teaching staff announced their office hours? Are these hours kept? Do students take advantage of these hours in order to communicate with the teaching staff?
4.8. What do you think of the degree of interconnection between teaching and research?
4.9. What do you think of the research partnerships of the HAA with educational centres in Greece and abroad, and with the society as a whole?174
4.9.1. With which educational centres does the Department collaborate in Greece and abroad and how?174
4.9.2. Do specific educational collaborations develop with local, regional or national social bodies?
4.10. What do you think of the mobility of the academic staff and students?174
4.10.1. How many academic staff members participated in conferences? How many took a sabbatical leave? Where to? Did they teach in another institution as visiting professors?
4.10.7. Are there any procedures for the acknowledgment of the education offered in another Institution?

		Which actions for publicising the mobility programs and informing demic community about them are taken by the Department?	
	4.10.10.	Are there any events organised for the new students?	176
	4.10.11.	How are the new students supported?	176
	4.10.12.	How is the idea of student mobility cultivated in the HAA?	176
	4.10.13. Euro	How is the idea of academic staff mobility and, more generally, of opean dimension cultivated in the HAA?	
	4.10.14. che	How is the quality (and not just the quantity) of academic staff mo	•
5.	Evaluation	on of Research	179
5	.1. Advand	cement of research in the Department	179
	5.1.1. Hov	v is the research policy of the Department materialized?	179
		members of the academic community offered incentives to conductors? Which are these incentives?	
	5.1.3. Hov	v is the research process supported?	180
	5.1.4. Are	there any research fellowships established by the Department?	180
	rese	v are research results disseminated inside the Department? How ar earch results disseminated outside the Department, in the Greek an rnational academic and scientific community?	ıd
		v are the research results disseminated to the local and national soci ironment?	
	5.1.7. Hov	v is the account of the Department's research publicized?	182
5		do you think of the research projects and actions conducted in the ment?	
		at is the percentage of the tenured academic staff members who ertake research initiatives?	183
		external collaborators and/or post-doctoral researchers participate research projects?	
5	.3. Resear	ch Infrastructure	183
	5.3.1. Aca	demic Division of Arts & Humanities	183
	5.3.2. Aca	demic Division of Natural Sciences and Applications	183
	5.3.3. Aca	demic Division of Mathematics and Engineering Sciences	183
5		do you think of the scientific publications of the HAA teaching staff the last five years?	184

5.4.1. HAA Tenured Academic Staff – Acade	mic Division A184
·	Division C and practical applications of emic staff: 190
5.5.3.4. What do you think of the degree of conducted in Academic Division C? .	student participation in the research191
6. Interconnection with Social, Cultural and I	Productive Bodies205
6.1. How do you assess the interaction betwee productive bodies?	
6.1.1. Which projects are or were carried ou social/cultural/productive bodies dur members of the tenured academic state.	
6.1.2. How many undergraduate, postgradu  Department have participated in thes	ate and doctoral students of the e?206
6.1.3. How are the Department's scientific parts (Social/Cultural/Productive) bodies ac	partnerships with SCP cknowledged and displayed?206
6.2. How do you assess the Departments pot SCP bodies?	
6.2.1. Are there mechanisms and procedure How effective do you reckon they are	es in place for developing partnerships? ?206
6.3. How does the Department's tenured according of such partnerships?	•
6.3.1. How do the SCP bodies address the d	evelopment of such partnerships? .206
6.3.2. Does the Department offer certified v	vorkshops for the provision of 206
6.3.3. Is the Department's laboratory infras- with SCP bodies?	tructure utilized in the partnerships
6.4. How do you rate the Department's action enhancement of partnerships with SCP before the control of the con	·
6.4.1. Are the results of collaborative project or the press?	cts published in specialized periodicals
6.4.2. Does the Department organize or par familiarizing SCP bodies with the Dep produced work?	
6.4.3. Is there any contact and collaboration SCP bodies?	n with graduates that are members of207

6.5. To what degree do you consider that partnerships with SCP bodies are link to the educational process?	
6.5.1. Are student visits to SCP sites part of the educational process?	208
6.5.2. Are there planned lectures by members of SCP bodies?	208
6.5.3. Are members of SCP bodies employed in teaching positions?	208
6.6. How do you assess the Department's contribution to local, regional and national development?	208
6.6.1. How stable and viable are existing partnerships?	208
6.6.2. Are there any programme agreements of partnership between the Department and SCP bodies?	208
6.6.3. Is the Department represented in local and regional organizations and developmental bodies?	208
6.6.4. Is the Department an active participant in developing local/regional development plans?	209
6.6.5. Is there any interaction and/or collaboration between the Department a its environment, particularly relevant Departments of other academic institutions?	
6.6.6. Does the Department develop and preserve relationships with the local regional community, as well as with the local, regional an/or national economic infrastructure?	
6.6.7. How does the Department participate in major regional, national and international research and academic networks?	209
6.6.8. Does the Department organize and/or participate in cultural events addressed at the immediate environment?	209
7. Academic Development Strategy	211
7.1. How do you assess the Departments academic development strategy?	211
7.1.1. What is the participation of the academic community in planning and monitoring its development strategies and in publishing their results?	211
7.1.2. Does the Department collect and utilize the necessary data and indexes an effective planning of its academic development?	
7.1.3. What kind of efforts does the Department make in order to attract high level academic staff?	
7.1.4. How are plans for hiring and promoting the academic staff connected to Department's academic development plan?	

students actually attend each year, and how were they admitted (admission exams, transfer, special category, etc.)?212
7.1.6. What kind of efforts does the Department make in order to attract high-level students?213
7.2. How do you assess the Department's process of forming an academic development strategy?
7.2.1. Is there a process of forming a specific short-term (e.g. five-year) development plan? If so, how effective do you consider it?214
7.2.2. Is there a monitoring process for the development plan in question? How effective do you consider it?
7.2.3. Is there a publication process for the development plan in question and its results?215
8. Administrative Services and Infrastructures217
8.1. Effectiveness of administrative and technical services. How are the Department's and the Divisions' Secretariats staffed and organized?217
8.1.1. How effective do you consider the services provided by the Department's and the Divisions' Secretariats and their working hours, with regard to meeting the needs of teaching staff and cadets?218
8.1.2. How effective is the collaboration between the Department's administrative services and those of the Institution's central management? How satisfactory, with regard to the Department's needs, are (a) the organization and working hours of the Library and (b) of the Information Services?218
8.1.3. How are the Department's Laboratories and/or Study Halls staffed and organized?218
8.1.4. How effective do you consider their operation?219
8.1.5. How are the Department's infrastructure, informatics and telecommunications services supported? How effective are they?219
8.2. Care services for cadets219
8.2.1. How is the institution of the Academic Tutor applied?219
8.2.2. How effectively is members' of the academic community access to Informatics and Communications Technologies supported?219
8.2.3. Is there a support service for working students? If so, how effective do you consider it?
8.2.4. Is there a support service for weaker cadets and those who do not complete their studies in time? If so, how effective is it?220

8.2.5. Are scholarships offered to excelling students or special categories of	
students (other than those offered by the State Scholarships Foundation	•
8.2.6. Does the Department have a specific policy for a smooth integration of	
newcomers? If so, how effective is it?	220
8.2.7. How are cadets included in the life of the Department, and the Institution general?	
8.2.8. What kind of special support do foreign students receive?	221
8.3. Infrastructure of all kinds used by the Department	221
8.3.1. Adequacy and quality of documentation in the library	221
8.3.2. Adequacy and quality of shared technical equipment	222
8.3.3. Adequacy and quality of spaces and equipment of study halls	222
8.3.4. Adequacy and quality of teaching staff offices	222
8.3.5. Adequacy and quality of Secretariat spaces	222
8.3.6. Adequacy and quality of conference spaces	222
8.3.7. Adequacy and quality of other spaces (teaching centres, museums, arch farms, exhibition venues, etc.).	
8.3.8. Adequacy and quality of infrastructure for individuals with disabilities	<b>22</b> 3
8.3.9. How is members' of the academic community access to the Department infrastructure and equipment ensured?	
8.4. Utilization of new technologies by the various Department offices (with the exception of educational and research work)	
8.4.1. Which of the Department's operations are supported by ICT (Information and Communication Technology)?	
8.4.2. Which of these are used by the Department's administrative services, students and academic staff, and how much?	225
8.4.3. How many of the Department's academic staff members have a person webpage?	
8.4.4. How often is the Department's website updated?	225
8.5. Transparency and effectiveness in the use of infrastructure and equipment	. <b>22</b> 5
8.5.1. Is the Department's available infrastructure used sensibly? How is sensi use ensured?	
8.6. Transparency and effectiveness in financial management	225
8.6.1. Is there a process of drafting and running a budget for the Department place? If so, how effectively is it applied?	

8.6.2	2.3.6.2 Is there a resource distribution process in place? If so, how is it applied?	•
8.6.3	3. Is there a reviewing process in place? If so, how effectively is it a	applied?.226
8.6.4	1. Special reference to the question of putting a Dedicated Resear	ch Account
	in place	226
	arts of Responses to Cadet Questionnaires	
	st Semester	
9.2. 2 <sup>r</sup>	<sup>nd</sup> Semester	241
9.3. 3 <sup>r</sup>	<sup>rd</sup> Semester	253
9.4. 4 <sup>t</sup>	<sup>th</sup> Semester	266
9.5. 5 <sup>t</sup>	<sup>th</sup> Semester	279
9.6. 6 <sup>t</sup>	th Semester	291
9.7. 7 <sup>t</sup>	th Semester	304
9.8. 8 <sup>t</sup>	th Semester	317
10. Fre	quency Charts	331
10.1.	1st Semester	332
10.2.	2 <sup>nd</sup> Semester	369
10.3.	3 <sup>rd</sup> Semester	406
10.4.	4 <sup>th</sup> Semester	443
10.5.	5 <sup>th</sup> Term	480
10.6.	6 <sup>th</sup> Term	517
10.7.	7 <sup>th</sup> Term	554
10.8.	8 <sup>th</sup> Term	591
11. Eva	aluation of Provided Services	629
11.1.	Questions	630
11.2.	Diagram of Provided Services	631
11.3.	Provided Services Diagrams – Analytically	632
12. lmp	provement Plans	645
12.1.	Management and Organization of the Department	645
12.2.	Undergraduate – Postgraduate Studies Curriculum	645
12.3.	Teaching	645
12.4.	Research Project	646

12.5.	Collaboration of the Department with SPC Bodies	646
12.6.	Strategy of Academic Development	647
12.7.	Administrative Services and Facilities	647

### **List of Tables**

Table 1: Undergraduate Studies Curriculum Courses	42
Table 2: Course Codes as they appear in the Diagrams	58
Table 3: Percentage of core courses /Specialization/Elective per academic year	61
Table 4: Codes of Elective Courses taught during Academic Year 2013-2014	63
Table 5: Percentages of foundation courses, discipline courses, general knowledg	e
courses and skills development courses	64
Table 6: Percentages of foundation courses, discipline courses, general knowledg	e
courses and skills development courses	65
Table 7: Allocation of teaching hours per term (1st – 8th)	65
Table 8: Allocation of teaching hours per academic term (Winter – Spring)	67
Table 9: Instructors' views on the expediency of Oral Grades in the Hellenic Army	
Academy	70
Table 10: Assessment Form for Dissertations	76
Table 11: The Dissertation written in the academic year 2013-2014	78
Table 12: Foreigners on a Foundation Course (2013-2014)	88
Table 13: Distribution of Greek, Greek-Cypriot and foreign nationals in the	
Undergraduate Studies Curriculum (absolute numbers of men and	
women per year and in total)	89
Table 14: Distribution of Greek, Greek-Cypriot and foreign nationals in the	
Undergraduate Studies Curriculum (absolute numbers and percenta	ges
per year of studies and in total)	89
Table 15: Credit/Teaching points per course: Undergraduate Studies Curriculum	
(Academic Year 2013-2014)	95
Table 16: Average teaching hours per academic rank	.117
Table 17: Teaching staff of Divisions 1-2-3 during academic year 2013-2014	.120
Table 18: Number of hours taught during winter term of academic year 2013-201	4
	.120
Table 19: Number of hours taught in the spring semester of academic year 2013-	
2014	.120
Table 20: Teaching staff's thoughts and remarks about teaching	.122
Table 21: Syllabus updating	.123
Table 22: Table of re-examined and rejected cadets per year of study for the year	·S
2007-2008, 2008-2009, 2009-2010 and 2010-2011, 2011-2012, 2012	<u> </u>
2013, 2013-2014 (WINTER TERM)	.125
Table 23: Table of graduates for years 2008, 2009, 2010 and 2011 with the mark	
average per year	.127
Table 24: Teaching methods adopted by members of teaching staff at HAA	.128

Table 25: Course books/Textbooks used in the Undergraduate Academic Curriculum
(Academic Year 2013-2014)141
Table 26: The new books taught at the H.A.A163
Table 27: The HAA Educational laboratories168
Table 28: Administrative/Technical Support Staff170
Table 29: Scientific publications by the tenured academic staff of Academic Division
A in the last 5 years184
Table 30: Scientific publications by the tenured teaching staff and the non-tenured
contract lecturers of Academic Division A in the last five years184
Table 31: Recognition by third parties of the research done in Academic Division A
(by tenured academic staff) in the last 5 years185
Table 32: Recognition by third parties of the research done in Academic Division A
(by tenured teaching staff & non-tenured contract lecturers) in the last
5 years186
Table 33: Scientific publications by the tenured academic staff of Academic Division E
in the last 5 years187
Table 34: Scientific publications by the tenured teaching staff and the non-tenured
contract lecturers of Academic Division B in the last 5 years187
Table 35: Recognition by third parties of the research done in Academic Division B
(by the tenured academic staff) in the last 5 years188
Table 36: Recognition by third parties of the research done in Academic Division B
(by tenured teaching staff & non-tenured contract lecturers) in the last
5 years188
Table 37: Scientific publications by the tenured academic staff of Academic Division (
in the last 5 years189
Table 38: Scientific publications by the tenured teaching staff and non-tenured
contract lecturers of Academic Division C in the last 5 years189
Table 39: Recognition by third parties of the research done in Academic Division C
(by the tenured academic staff) in the last 5 years189
Table 40: Recognition by third parties of the research done in Academic Division C
(by the tenured teaching staff & non-tenured contract lecturers) in the
last 5 years190
Table 41: Scientific publications by the tenured academic staff of Academic Division
D in the last 5 years191
Table 42: Scientific publications by the tenured teaching staff and non-tenured
contract lecturers of Academic Division D in the last 5 years191
Table 43: Recognition by third parties of the research done in Academic Division D
(by the tenured academic staff) in the last 5 years192
Table 44: Recognition by third parties of the research done in Academic Division D
(by the tenured teaching staff & non-tenured contract lecturers) in the
last 5 years192

Table 45: Scientific publications by members of the tenured academic staff of each
Division during the last five years194
Table 46: Recognition by third parties of the research conducted by the tenured
academic staff of each Division during the last five years195
Table 47: Scientific publications by members of the tenured teaching staff and non-
tenured contract lecturers of each Division during the last five years.
197
Table 48: Scientific publications by members of the teaching staff (tenured academic
staff, tenured teaching staff, non-tenured contract lecturers) of each
Division during the last five years200
Table 49: Recognition by third parties of the research conducted by all members of
the teaching staff (tenured academic staff, tenured teaching staff, non-
tenured contract lecturers) of each Division during the last five years.
201
Table 50: Recognition by third parties of the research conducted by the teaching
staff (tenured academic staff, tenured teaching staff, non-tenured
contract lecturers) of each Division during the last five years202
Table 51: Provided Services Questions630

### **List of Figures**

Figure 1: Allocation of cadets to sets of elective courses in the 2 final years of	of the
Undergraduate Studies Curriculum (acad. year 2013-2014)	62
Figure 2: Number of Dissertations per Tutor	86
Figure 3: Scheduling Diagram for the Department's Academic Education	119
Figure 4: Distributions of Final Grades per Course	139
Figure 5: The "Xiros" and "Chrysofakis" auditoriums in the HAA	167
Figure 6: The HAA Educational laboratories	168
Figure 7: The HAA Library	170
Figure 8: Comparative table of the research conducted by the tenured acade	emic staff
of each Division	196
Figure 9: Comparative table of the research conducted by the tenured teach	ing staff
and contract lecturers of each Division	199
Figure 10: Comparative table of the research conducted by the teaching staf	f
(tenured academic staff, tenured teaching staff, non-tenured c	ontract
lecturers) of each Division	203
Figure 11: Graph of the research conducted by the total members of the HA	Α
teaching staff (tenured academic staff, tenured teaching staff,	non-
tenured contract lecturers)	204
Figure 12: Results- Average from Questionnaire 'Evaluation of Provided Serv	vices'.
	631
Figure 13: Graphical Illustration of Question Q9 result	632

#### Introduction

#### General

The evaluation consists in the systematic, documented and detailed assessment, presentation and documentation of the work of Higher Educational Institutions, with the use of **objective criteria** for the detection of any deviations and weaknesses with regard to the goals and mission of the Institution.

At a European level, as mentioned in the explanatory report of the Law on Evaluation, the aim of the evaluation procedure is the compatibility of Higher Education systems in Europe, so that a European Higher Education Area can be created, which, in combination with the European Research Area, shall enable the European Higher Education Institutions / Higher Education Military Institutions to develop partnerships and common curricula.

#### **Legal Framework**

- a. The legal framework governing the evaluation of Higher Education Military Institutions is the following:
- (1) Under the Greek Law 3187/2003, Higher Education Military Institutions are equivalent to the university institutions of higher education, providing equivalent education and equivalent degrees. In article 6, par. 1i, it is mentioned that Higher Education Military Institutions are subject to evaluation, according to the Greek Law 3374/2005. With a Presidential Decree issued following a proposal by the Ministers of National Defence and National Education and Religious Affairs, the relevant details are specified.
- (2) Under the Greek Law 3374/2005, as supplemented with the Greek Law 4009/2011, the procedures and bodies for the quality assurance in higher education are defined.

#### **Evaluation Process**

The evaluation of Higher Education Military Institutions is performed in two stages:

(1) The first stage (internal evaluation) concerns the evaluation of work performed by the academic units themselves, in relation to the nature, goals and mission of the Higher Education Military Institution. It is essentially a **self-evaluation** procedure that highlights all the characteristics of the educational function of the

School, where all positive and negative aspects are gathered, while any proposals for the solution of any weaknesses are documented.

- (2) <u>The second stage (external evaluation)</u> concerns the evaluation of the work of the Academy by a committee (External Evaluation Committee) which comprises by independent experts. The commission takes account of the internal evaluation report results of each academic unit (Higher Education Military Institutions).
- (3) The internal evaluation of Higher Education Military Institutions is performed every two years, with the evaluation of two (2) consecutive terms. The internal evaluation report for the operation of the Academy is prepared every four (4) years, at the latest, taking into account the evaluation reports and the improvement of quality during this period. Afterwards, the final report is communicated to the Hellenic Quality Assurance Authority (HQAA) and, thus, the external evaluation procedure of the Academy is activated.

#### 1. The Internal Evaluation Procedure

## 1.1. Description and analysis of the internal evaluation procedure in the Department

#### **Composition of the Internal Evaluation Team**

According to a decision taken in 2013 by the Board of Education (BE) of the Hellenic Army Academy, after the completion of 4-year internal evaluation procedure, the eleven-membered Work Team was established in order to monitor the final phase of the Internal Evaluation (with the role of both the Internal Evaluation Team and the Quality Assurance Unit, as the Academy comprises a single Department) and includes the following members:

 Brigadier Georgios Letsios, Deputy Commander of the Hellenic Army Academy (Chairman of the Internal Evaluation Team)

Internal Evaluation Team officer: Captain (Infantry) Georgios Kelesis

Five (5) members of the Teaching Staff (TS)

- Professor Anna Maria Vidali, Director of Theoretical Sciences Division
- Professor Nikolaos Daras, Director of Mathematics and Engineering Sciences Division
- Professor Thrasivoulos Paxinos, from the Physics and Cultural Education Division
- Associate Professor Theodoros Liolios, Director of Natural Sciences and Applications Division
- Associate Professor, discharged Brigadier Dr Andreas Kastanis, from the Theoretical Sciences Division

Two (2) members of the Military Teaching Staff (MTS)

- Lieutenant Colonel (Ordnance Corps) Theodoros Zikos, contract professor
- Major Achilleas Koutsioumpas, contract lecturer

Three (3) members from the Military Instructors

- Major (Infantry) Evangelos Gavrilis, Director of the Academy Administrative Care
- Lieutenant Colonel (Infantry) Ioannis Panagos, Commander of the 1<sup>st</sup>
  Battalion of the Hellenic Army Academy, who has been replaced by
  Lieutenant Colonel (Infantry) Ioannis Matthaiou, since July 2014
- Captain Nikolaos Kotsis, Officer

### With whom and how did the Internal Evaluation Team cooperate for the preparation of the report?

For the organisation and performance of the Evaluation, the Internal Evaluation Team assigns the responsibility for the performance of all necessary works and fulfilment of all criteria that have been set by the Quality Assurance Authority to the Special Evaluation Teams (SET), according to the annual scheduling of the Evaluation. During the internal evaluation, the organisation of the Special Evaluation Teams was the following:

- ➤ Special Evaluation Team Lieutenant Colonel (Infantry) Panagiotis Zevgolatakos, in cooperation with Associate Professor Stamatia Sofiou for the section "Curriculum"
  - <u>Scope</u>: Conformity of the Undergraduate Studies Curriculum with the goals of the Department, structure / coherence and functionality of the Undergraduate Studies Curriculum, examination system, field training, international aspect of the Undergraduate Studies Curriculum, Postgraduate programmes
- ➤ Special Evaluation Team Major (Infantry) Dimitrios Liakouris, in cooperation with Associate Professor Stamatia Sofiou for the section "Evaluation of Teaching"
  - <u>Scope</u>: Organisation of the teaching work, coordination of the teaching procedure, educational aids, available equipment, means and infrastructure, quantitative / qualitative data of the teaching staff / students.
- ➤ Special Evaluation Team Major (Corps of Army Engineers) Anastasios Letsios, in cooperation with Associate Professor Emmanouil Georginis for the section "Evaluation of Research"
  - <u>Scope</u>: Development of research programmes, available research infrastructure, scientific publications, recognition of research work.
- ➤ Special Evaluation Team Major (Infantry) Charalampos Kanatas, in cooperation with Associate Professor Elisavet Chatziolou, for the section "Relations with Social/Cultural and Productive Bodies"
  - <u>Scope</u>: Relations of the Department with local-national-international bodies from a social-cultural and productive aspect
- ➤ Special Evaluation Team Captain (Infantry) Georgios Chasanakos, in cooperation with Associate Professor Konstantinos Chavenetidis, for the section "Strategy of Academic Development"
  - <u>Scope</u>: Academic strategy, development of planning and performance-publication of the results,
- ➤ Special Evaluation Team Lieutenant Colonel (Corps of Army Engineers) Emmanouil Smaragdakis, in cooperation with Associate Professor Maria-

Athena Artavani, for the section "Administrative services and infrastructure"

<u>Scope</u>: Organisation, coordination of administrative procedures, student care services, available infrastructure, means and equipment, utilisation of new technologies.

The collection and processing of the results for the preparation of the Internal Evaluation Report are performed by the Data Processing Committee of the Internal Evaluation Team, which has been defined by the Educational Council and comprises of the following members:

- Professor Anna Maria Vidali, Director of the Theoretical Sciences Division (Chairwoman)
- Captain (Infantry) Georgios Kelesis, Staff Member of the Internal Evaluation
  Team
- Assistant Professor Varvara Spinoula, from the Theoretical Sciences Division,
- ➤ Lecturer Nikolaos Karadimas, from the Mathematics and Engineering Sciences Division,
- ➤ Tenured Teaching Staff Member Konstantinos Karafasoulis, from the Natural Sciences and Applications Division

#### Which sources of information and procedures were used?

The following are used for the preparation of the reports:

- Inventory card courses (157 term courses).
- Inventory card of teaching staff members (32 Tenured Academic Staff members and non-tenured contract lecturers).
- Questionnaire filled in by students (Evelpides) for every course per academic term during evaluation (~2400 questionnaires for 2013-2014).
- Questionnaire filled in by the Tenured Academic Staff members for administrative services of the Hellenic Army Academy.
- Statistical data from the Directorate of Military Education and Deanship.
- The legal framework of the Hellenic Army Academy (Regulation of the Academy and Provisions on Higher Education Military Institutions).
- Report of the previous academic year.

#### How and to what extent was the report discussed inside the Department?

Since 2010, upon the completion of the works of every Special Evaluation Team, an Annual Report is prepared and presented, first, to the eleven-membered Working Team for the initial evaluation, then, to the Educational Board and the

Academic Meeting, while the Hellenic Army General Staff (Offices of the Chief Staff and Directorate of Education) is also briefly informed.

# 1.2. Analysis of the positive aspects and difficulties that arose during the internal evaluation procedure

The initial difficulties that arose are attributed to the fact that the evaluation procedure was a new experience for all involved parties, which had to discover a new way to guide future evaluations.

This is why first all details were closely planned and secondly all involved parties were informed, in order to understand their role in the whole evaluation procedure.

As it is easily understood, all individual actions were based on the relevant instructions by the Quality Assurance Authority. Besides, upon the completion of the procedure, a Memorandum of Actions (Permanent Order) was prepared by the Officer of the Internal Evaluation Team, so that future procedures can be properly organised.

The constant effort of self-improvement is indicative and shown by the fact that, while the Hellenic Army Academy students first filled in the inventory cards in the P/C laboratories, later they filled them in on-line, on their individual P/Cs, through Intranet.

In general, the whole internal evaluation procedure has positively affected:

- ➤ The improvement of the cooperation between the Department's Teaching Staff members
- The documentation of the assurance of the quality of the Department's produced educational, teaching, research and administrative work
- ➤ The communication improvement between the teaching staff and students, taking into account the evaluation of the educational work by the students

The Internal Evaluation has contributed to the establishment of updating procedures of the Curriculum and its better standardisation.

# 1.3. Proposals by the Department for the improvement of the procedure

During the performance of the Evaluation, the standardisation of the procedure was improved at various points where voids had been detected. This occurred gradually, adjusting each time every required solution to the pre-existing data. It is deemed necessary to highlight the progress in the electronic archiving of the Evaluation. Moreover, it has been created an easily updatable online archive that

is going to be kept and be accessible from the Academy website (only via the Hellenic Military Academy network).

In order to maintain the confidentiality-anonymity as well as the possibility to attract more students in order to participate in the procedure, non-identifiable codes are used for the completion of the questionnaires.

#### 2. Presentation of the Department

#### 2.1. Location of the Department

The Hellenic Army Academy (HAA) was established in Nafplio in 1828. In 1834, the Academy was transferred to Aegina; in 1837, to Piraeus and, from 1854 to 1857, it was temporarily hosted in Athens, at the Mansion of the Duchess of Placentia (now, the Byzantine Museum). Then, it returned to Piraeus and, in 1894, it was established in a complex building due to a donation given by the national benefactor Georgios Averof, known as Evelpidon buildings, where, in the last years, the Courts have been housed. The Academy is currently located in Vari of Attica, covering the area of the ancient Municipality of Anagyrountos, 26 km south of the centre of Athens, built among the southern mountain parts of Hymettus, very close to the Varkiza sea side resort. Since the establishment of the Hellenic Military Academy in 1912, the Polytechnic School of France constituted its standard of operation. In 1914, the operational standard changed and was reoriented to the Saint-Cyr Military Academy in France. During 1940-1950 decade, Officers of the Hellenic Army intended to cover the needs of the Corps, were added to the students at the Hellenic Army Academy.

For more information visit <a href="http://www.sse.gr/page\_gr.php?id=34">http://www.sse.gr/page\_gr.php?id=34</a>

#### 2.2. Brief Information about the Academy

The Hellenic Army Academy was the personal vision of the first Governor of Greece, Ioannis Kapodistrias, who was its founder. In June 1828, Kapodistrias announced the establishment of the Academy and named its first five (5) students "Evelpides". The key mission of the Academy is to provide the Hellenic Army with military scientists and future leaders, combining both military and pluralistic life with academic education.

A candidate can be admitted to the Academy after receiving high grades in the Pan-Hellenic Examinations. Studies in the Academy last for four years. Every year is divided in two semesters. The winter term starts in September and ends in February, while the spring term starts in May and ends in August. Every term includes Academic and Military education, both in theory and in practice.

The Corps of the Academy are organised in a Regiment of two (2) Battalions. The Battalions are named after Greek heroes: the 1<sup>st</sup> Battalion is called "Major (Infantry) Velissarios Ioannis" and the 2<sup>nd</sup> Batallion is called "Major (Artillery) Paparrodou Ioannis". Foreign students can also be trained in the Academy. Its multinationality of composition makes the Academy an ambassador of Greek customs and traditions abroad. All students follow the same rigid and demanding programme of Military and Academic education, regardless of their nationality and gender.

Upon completion of studies in the Academy, a high proportion of graduates are admitted to various Greek and foreign Higher Education Institutions to continue their studies, either within postgraduate programmes or within undergraduate programmes, for the acquisition of a second degree.

According to the website below, the Academy, due to its historical character (established in 1828) and its international reputation, is classified among the 10 most prestigious Military Academies in the world: (<a href="http://www.onlinecollege.org/10-most-prestigious-military-academies-in-the-world">http://www.onlinecollege.org/10-most-prestigious-military-academies-in-the-world</a>):

- 1) UNITED STATES MILITARY ACADEMY, WEST POINT, NEW YORK
- 2) UNITED STATES NAVAL ACADEMY, ANNAPOLIS, MARYLAND
- 3) ROYAL AIR FORCE COLLEGE CRANWELL, SLEAFORD, UNITED KINGDOM
- 4) ROYAL MILITARY ACADEMY SANDHURST, CAMBERLEY, UNITED KINGDOM
- 5) THE SPECIAL MILITARY SCHOOL OF SAINT-CYR, COETQUIDAN, FRANCE
- 6) PLA NATIONAL DEFENSE UNIVERSITY, BEIJING, CHINA.
- 7) **GENERAL STAFF ACADEMY**, MOSCOW, RUSSIA
- 8) NATIONAL DEFENSE ACADEMY OF JAPAN, YOKOSUKA, JAPAN
- 9) SOUTH AFRICAN MILITARY ACADEMY, THABA TSWANA, SOUTH AFRICA
- 10) HELLENIC MILITARY ACADEMY, VARI, GREECE

#### **Comments:**



#### 10.HELLENIC ARMY ACADEMY, VARI, GREECE

With a military history that goes back centuries, it's no surprise that Greece still prides itself on producing a solid military force. While today's students are no Spartans, they do receive a solid education while they're training to be officers in the Hellenic Army. The school was founded in 1828, and has produced soldiers that have not only fought in a number of important conflicts globally, but became scientists, authors, engineers, and professors who were all highly distinguished in their field. While the majority of students at the academy are Greek, the school accepts students from anywhere in the world who meet its requirements.

#### 2.2.1. History of the Department – Legal framework

On October 7, 2003, the Greek Law 3187/2003 (Greek Government Gazette A 233) on Higher Education Military Institutions was issued, by which the three Hellenic Military Schools, the Hellenic Army Academy, the Hellenic Naval Academy and the Hellenic Air Force Academy, were transformed into Higher Education Military Institutions and became single-department Faculties.

The Greek Law 3374/2005 (Greek Government Gazette A 189) integrated the Higher Education Military Institutions (article 9) in the evaluation procedure of the Higher Education Institutions.

On September 23, 2010, the Greek Law 3883/2010 (Greek Government Gazette A 167) on the Service evolution and hierarchy of the Armed Forces staff was issued, by which the Higher Education Military Institutions were transformed, according to article 88, into Independent Departments and their Teaching Staff was subject to the same law as that of the Teaching Staff of Universities.

## 2.3. Staffing of the Department with teaching, administrative and laboratory staff

During the academic year 2013-2014, the composition of the Hellenic Army Academy consisted of:

#### Cadets:

Greeks: 736 Men – 90 Women
 Cypriots: 99 Men – 4 Women
 Foreigners: 29 Men – 2 Women

Total: 864 Men - 96 Women

It should be noted that the Academy provides pre-education within the framework of interstate agreements (students are taught Greek language, mathematics and physics): 23 Men – 1 Woman

#### **Teaching Staff:**

Professors: 4

Associate Professors: 12Assistant Professors: 8

Lecturers: 4

> Tenured teaching staff: 29

Non-tenured contract lecturers: 83 (in the two academic terms)

#### **Military Staff:**

- Officers-Warrant Officers: 106
- Non-commissioned Officers-Long Service Volunteers-Professional Soldiers: 62
- Soldiers (after draw): 202

#### **Civilians:**

- Permanent Staff: 83
- Vocational School students: 10

# 2.4. Number and allocation of students per study level (undergraduate, postgraduate and doctorate) in the last five years

The duration of studies is eight (8) terms, with the following directions:

- Arms: Infantry, Armour, Artillery, Engineers, Signals and Army Aviation.
- Corps: Supply and Transportation, Ordnance and Technical.

The Hellenic Army Academy provides Undergraduate Studies, two (2) Postgraduate Programmes that have been approved by Greek Law 5351/2014, Greek Government Gazette 163A, and are on the final stage of their realisation (in cooperation with the Technical University of Crete); pre-education to foreign citizens (from Libya, Syria, Senegal, Armenia, Montenegro, Albania etc.). It actively participates in the Military Erasmus programme between the countries of the EU.

In the Hellenic Army Academy, as in other Military Schools, the number of admissions has decreased as a result of Greece's fiscal adjustment.

#### Allocation of students per year of studies during the academic year 2013-2014:

- > 1<sup>st</sup> year students: 220
- > 2<sup>nd</sup> year students: 239
- > 3<sup>rd</sup> year students: 224
- > 4<sup>th</sup> year students: 277

The aforementioned numbers include Greek, Cypriot and foreign students.

#### 2.5. Aim and goals of the Department

2.5.1. Which are the aims and goals of the Department according to its establishment mentioned in the Government Gazette?

The mission of the Department is the following:

- 1. Produce and transmit knowledge to its students, with the teaching and research of the Military Science and Technology, as well as with the relevant Sciences of Humanities, Exact, and Applied Sciences.
- 2. Develop military virtues and military education, in order to train Army Officers, with military morals and higher education, as well as with social, cultural and political education. The Academy provides all appropriate resources that will help them become competent leaders with proper professional and scientific skills.
- 3. Organise Postgraduate Programmes of Studies in cooperation with other Universities and carry out scientific research in areas that interest the Army and the Armed Forces in general.
- 4. Plan and organise Postgraduate Programmes of Studies and research programmes in matters of military science and technology, independently, under the conditions set by the law.
- 5. Take care of students' living, while living inside the Academy, as well as the administrative support of their educational activity.

### 2.5.2. How does the academic community of the Department now perceive the aims and goals of the Department?

The academic community understands the binary role of the Academy: higher academic education and optimal military professional training. The contemporary Greek Army officer combines technological knowledge in the field of Defence, as well as skills, education, morals, and leadership.

Fully understanding the above and taking account of the standards of the graduates prepared from time to time by the Hellenic Army General Staff, the academic community of the Hellenic Army Academy contributes to the preparation of a balanced curriculum. At the same time, it promotes the scientific activity in general.

2.5.3. Is there any deviation of the goals that the Department currently thinks it should pursuit from those officially laid out (in the Government Gazette when it was established)?

There is no deviation.

### 2.5.4. Are the goals that the Department currently thinks it should pursuit achieved? If not, which factors obstruct or delay this effort?

The Academy's goals are fully achieved. Of course, the four years of studies in the Academy do not suffice to cover the complex needs of future Officers to the required extent and depth, but cadets are provided with the appropriate resources and knowledge for their future progress in their demanding job. The Academy cooperates with the Hellenic Army General Staff, so that the education can be

directly connected to the professional activity. Rapid technological advances in the modern operational environment require the integration of new disciplines in the Curriculum, which has been achieved to a great extent.

2.5.5. Do you think there is a reason for the revision of the Department's goals that have been officially laid out (in the Government Gazette during its establishment)?

There is currently no reason for change.

#### 2.6. The Department's administration

#### 2.6.1. Which committees are established and operate in the Department?

The corporate administrative bodies are the Educational Board (EB) and the Academic Assembly (AA). With a decision from the EB, the Quality Assurance Unit/Internal Evaluation Team is defined and operates in Evaluation matters.

2.6.2. Which internal regulations (e.g. Internal Regulation of the Postgraduate Studies Programme) are there in the Department?

Besides the operation Regulation of the Hellenic Army Academy, the Organisation and Ordnance Table is another internal regulation that complies with the Regulation and specifies operations, also taking account of the Academy's military character. Furthermore, upon the approval of the two (2) Postgraduate Programmes, there is also their Regulation.

2.6.3. Is the Department classified in Divisions? Which are these? Does this classification comply with the Department's current perception of its mission?

A Military Science Department operates in the Hellenic Army Academy, as the main educational unit that covers the discipline of the Military Education, with Arms and Corps directions (article 3, par. 1 clauses a and b, of the Greek Law 3187/03).

The Hellenic Army Academy provides theoretical and practical education (adapted to the requirements of the Army, which is classified in Academic and Military Education (article 2 of the Greek Law 3187/03).

The Academic Education of the Department includes:

- 1. All scientific, technological, research and laboratory courses,
- 2. All matters that concern the Teaching Staff,
- 3. The Academic Education courses are organised in "Divisons" (article 6, par. 4, clause b, of the Greek Law 1268/1982, and article 88, par. 2, of the Greek Law

3883/2010) and taught independently by the members of the Teaching Staff and by contract professors.

- 4. The Divisions are classified in the following subjects (Greek Government Gazette 50/2004):
  - a. <u>Theoretical Sciences This</u> division includes Humanities and Social Sciences, as well as Foreign Languages, in tandem with their applications:
    - 1. Greek philology
    - 2. Foreign languages
    - 3. Political economy
    - 4. Political history, Military history
    - 5. Business administration
    - 6. Financial mathematics
    - 7. Sociology
    - 8. Psychology
    - 9. General principles of law, Public international law, Constitutional law, Labour law, Military, Criminal law
    - 10. Public military accounting
    - 11. Strategic defence analysis
    - 12. Military geography
    - 13. Military psychology
    - 14. Military leadership and administration

#### followed by laboratories:

- 1. Foreign language laboratories
- b. <u>Exact Sciences and Applications This</u> division includes disciplines of Physics and Chemistry, in tandem with their applications:
  - 1. General physics, Modern physics
  - 2. Chemistry, Food chemistry
  - 3. General meteorology
  - 4. Military chemical technology

#### followed by laboratories:

- 1. General physics laboratory
- 2. Atomic and nuclear physics laboratory
- 3. Chemistry laboratories
- 4. Food chemistry laboratory
- c. <u>Mathematics and Engineering Sciences This</u> division includes disciplines of Theoretical and Applied Mathematics, as well as disciplines of Technological and Applied Sciences.

- 1. Advance mathematics, Advanced geometry, Operational research
- 2. Engineering, Mechanical engineering
- 3. Electronics, Electro technology Electrical machines
- 4. IT applications
- 5. Technical design
- 6. Military topography and Geographic Information Systems
- 7. Military ballistics of classic firearms, missiles, guided missiles

#### followed by laboratories:

- 1. Engineering laboratory
- 2. Mechanical engineering laboratory
- 3. Electronics laboratory
- 4. Electrical machines electrical technology laboratory
- 5. IT laboratory
- d. Physical and Cultural Education This division includes the discipline of Physical Education, Culture and their applications.
  - 1. Physical education, Sports
  - 2. Music
  - 3. Music and movement education

The content of the aforementioned subjects and disciplines of the Department Divisions is adapted accordingly to the character of the Military Science and Technology and oriented to the educational service of military analyses, Technology and Military Applications, according to the provisions of the Greek Law 3374/2005.

#### 3. Studies Curriculum

### 3.1. Undergraduate Studies Curriculum

3.1.1. What do you think of the Undergraduate Studies Curriculum extent of compliance with the goals of the Department and demands of society?

# 3.1.1.1. Are there any procedures to check this compliance? How effectively are they applied?

The Undergraduate Studies Curriculum (USC) is divided in two Directions (Arms and Corps), and there is a possibility of pre-selection by the students at the beginning of the academic year, when they are admitted in the Academy via the Pan-Hellenic Examinations.

The Academic Assembly, which according to Law is responsible for planning the Undergraduate Studies Curriculum, in cooperation with the Educational Board, have made continuous efforts to modernise the content of studies and reflect the goals and aims of the Department to the highest standards, as they have been laid out by modern conditions and needs of the modern Officer's role. In the past, the Studies Curriculum did not provide any specialisation courses for the two directions, Arms and Corps, for the cadets admitted to the Department through the Pan-Hellenic Examinations.

After continuous effort for the revision of the Curriculum an introduction of new courses was established. All newly introduced courses will have modern content throughout all years of studies, and all courses are adjusted to the interests and requirements of the two separate directions, during terms 5 to 8. All new procedures are established so that the Undergraduate Studies Curriculum of the Hellenic Army Academy can fulfil the requirements and needs of the Hellenic Army, in cooperation with the Hellenic Army General Staff. The aforementioned procedures will contribute to the provision of suitable and clear guidelines to the Hellenic Army Academy by the Greek Army with regard to the post-academic qualifications that cadets need to have (combined with the current general Standard of Graduates). In this way, effectiveness is achieved, and, in a short period of time, adjustment to the requirements of the positions graduates will occupy — requirements which are constantly increasing because of the rapid technological advances.

### 3.1.1.2. Are there any procedures of evaluation and revision of the Studies Curriculum? How effectively are they applied?

According to law, the Undergraduate Studies Curriculum may be amended by the AA following a justified recommendation by the Directors of Divisions, while the amendment must be approved by the Hellenic Army. It should be noted that the procedure for the evaluation and revision of the Studies Curriculum is continuous. Currently (June 2014) the Deanship Secretariat in cooperation with the Military Education Directorate, is collecting data from the teaching staff and prepares the Curriculum for the following academic year.

#### 3.1.1.3. How is the Curriculum published?

The Curriculum is announced on the Department's website (<u>www.sse.gr</u>), under the link "Education", and on moodle.sse.gr (asynchronous electronic education platform).

### 3.1.1.4. Is there an effective procedure to monitor the professional progress of the graduates? How are its results used?

All graduates of the Department are named Second Lieutenants and are absorbed by the Hellenic Army General Staff, within the framework of its operational needs, except for foreign citizens. With regard to foreign citizens, upon their graduation and having received the appropriate knowledge of a modern Officer, they can continue their career in the armed forces of their home countries. With regard to Second Lieutenants, upon their graduation, they can continue their education in the Application Schools of the Hellenic Army General Staff. Later on, they attend Inter-Service Schools, which provide advanced Military Education (Higher Inter-Service Army War College [ADISPO], and the National Defence Academy [SETHA]) for further specialisation. Therefore, their professional competences, the continuation of their studies in both postgraduate programmes of Higher Educational Institutions and foreign universities, as well as their professional success in national and international environment proves the fulfilment of the Department goals by the Undergraduate Studies Curriculum. The professional progress of the graduates is monitored by the Hellenic Army General Staff while the Hellenic Army Academy is unofficially informed. The Academy files are archived and used for the issue of certificates of studies every time a relevant application is filed by them, usually for their registration in Postgraduate Programmes in Greek and foreign universities. Moreover, graduates keep regular contact with their Professors, who guide and advise them in their academic and professional choices, provide them with reference letters, so that they can be admitted to Higher Educational Institutions in Greece or abroad.

### 3.1.2. What do you think of the structure, coherence and functionality of the Undergraduate Studies Curriculum?

The Undergraduate Studies Curriculum (USC) has a coherent structure, with non overlapping compulsory courses (class hours 08.00-13.15), as well as Physical Education courses in the afternoon.

### 3.1.2.1. What is the structure of the Undergraduate Studies Curriculum?

A presentation of the Department Curriculum can be found in the following table (Table 1).

**Table 1: Undergraduate Studies Curriculum Courses** 

Course	Website	Curriculum page*	Teaching Staff (Associates)	Compulsory / Elective	Evaluation by students (Yes/No)**	Lectures
1 <sup>st</sup> TERM						
ACADEMIC EDUCATION						
MODERN GREEK HISTORY	http://moodle.sse.gr/	53	Andreas Kastanis, Associate Professor	Compulsory	Yes	Yes
CONSTITUTIONAL LAW	http://moodle.sse.gr/	54	Konstantinos Tsimaras, Assistant Professor	Compulsory	Yes	Yes
WAR AND CULTURE (ANCIENT HISTORIOGRAPHY)	http://moodle.sse.gr/	55	Anna-Maria Vidali, Professor Teaching Staff: Silvia Katounta, Lecturer Dimitrios Panomitros, Lecturer Varvara Spinoula, Lecturer	Compulsory	Yes	Yes
GENERAL MATHEMATICS	http://moodle.sse.gr/	57	Nikolaos Daras, Professor Georgios Kaimakakis, Assistant Professor Teaching Staff: Nikolaos Zografopoulos, Assistant Professor Persefoni Kyriakouli, Assistant Professor	Compulsory	Yes	Yes
P/C SCIENCE AND INFO TECHNOLOGY IN THE ARMED FORCES	http://moodle.sse.gr/	59	Nikolaos Bardis, Associate Professor Nikolaos Doukas, Assistant Professor Nikolaos V. Karadimas, Non-tenured contract lecturer Alexandros Pavlatos, Non-tenured contract lecturer Georgios Alexandris, Non-tenured contract lecturer Eirini Karanasiou, Non-tenured contract lecturer	Compulsory	Yes	(T + L) Lectures / Laboratory
GENERAL PHYSICS (T + L)	http://moodle.sse.gr/	60	Konstantinos Xaplanteris, Associate Professor Theodoros Liolios, Lecturer Paraskevi Divari, Lecturer	Compulsory	Yes	(T + L) Lectures / Laboratory
FOREIGN LANGUAGES	http://moodle.sse.gr/	63	Manolis Georginis, Associate Professor	Compulsory	Yes	Lectures

			Stamatia Sofiou, Assistant Professor			
			Thrasivoulos Paxinos, Associate Professor			
PHYSICAL EDUCATION			Dionysios Kardaris, Assistant Professor			
ATHLETIC APPLICATIONS	http://moodle.sse.gr/	132	Konstantinos Chavenetidis, Assistant Professor	Compulsory	Yes	Lectures
(AFTERNOON)			Ioannis Giosos, Lecturer			
			Stylianos Kounalakis, Lecturer			
MILITARY EDUCATION			Military Education Officers			
			Lieutenant Dimitrios Kostarellos			
Army Organisation I		44	Lieutenant Ioannis Kostopoulos	Compulsory	Yes	Lectures
			Lieutenant (Infantry) Georgios Laiveras			
Operations – Strategy I		44	Lieutenant (Infantry) Chrysanthi Zachara	Compulsory	Yes	Lectures
Technical Education of Artillery - Equipment I		45	Lieutenant (Infantry) Georgios Skretis	Compulsory	Yes	Lectures
Pacis Military Education			Lieutenant (Infantry) Emmanouil Kavvousanos			Practice
·	Basic Military Education (Field Training)	36	Compulsory Yes Captain (Infantry) Georgios Kounis	Yes	2 weeks	
(Field Fraining)			Captain (imantry) deorgios Rounis			(Autumn)
Weapon System School			Lieutenant (Infantry) Efstathios Panas			Practice
(Field Training)		36	Lieutenant (Infantry) Nikolaos Vlachos	Compulsory	Yes	1 week
(Field Hulling)			, ,,			(Autumn)
Personal Strategy			Lieutenant (Infantry) Dimitrios Poulopoulos			Practice
(Field Training)		36	Lieutenant (Infantry) Petros Gioulis	Compulsory	Yes	1 week
(Field Halling)			Lieutenant (Infantry) Ioannis Panourgias			(Autumn)
School of Soldiers of Regular						
Practices with Troops (TAMS)						
The soldier in the framework			Lieutenant (Infantry) Dimitrios Poulopoulos			Practice
of the Squad during		36	Lieutenant (Infantry) Joannis Panourgias	Compulsory	Yes	2 weeks
defensive-offensive			Lieutenant (intanti y) Ioannis i anoaigias			(Winter)
operations of patrol TAMS						
(Field Training)						

2 <sup>nd</sup> TERM						
ACADEMIC EDUCATION						
MODERN HISTORY	http://moodle.sse.gr/	66	Andreas Kastanis, Associate Professor	Compulsory	Yes	Lectures
SOCIAL PSYCHOLOGY	http://moodle.sse.gr/	66	Vasiliki Karamanoli, Psychology Lecturer	Compulsory	Voc	Lectures
SOCIAL FSTCHOLOGY	iittp://iiioodie.sse.gi/	00	Spyridoula Ntani, Non-tenured contract lecturer	Compaisory	163	Lectures
			Anna-Maria Vidali, Professor			
ENLIGHTENMENT AND MODERN GREEK IDENTITY	http://moodle.sse.gr/	68	Teaching Staff: Silvia Katounta, Lecturer	Compulsory	Yes	Lectures
	nttp.//module.sse.gi/		Dimitrios Panomitros, Lecturer	Compaisory	163	Lectures
			Varvara Spinoula, Lecturer			
STATISTICAL METHODS AND REFLECTIVE PROCESSES			Georgios Kaimakakis, Assistant Professor			
	http://moodle.sse.gr/	70	Nikolaos Zografopoulos, Assistant Professor	Compulsory	Yes Yes Yes	Lectures
			Persefoni Kyriakouli, Assistant Professor			
			Nikolaos Mpardis, Associate Professor			
			Nikolaos Doukas, Assistant Professor			(T + L)
ALGORITHMS AND BASIC	http://moodle.sse.gr/	72	Nikolaos V. Karadimas, Non-tenured contract lecturer	Compulsory	Yes	Lectures /
CONCEPTS OF PROGRAMMING	,, , ,, , , , , , , , , , , , ,		Alexandros Pavlatos, Non-tenured contract lecturer	, , ,		Laboratory
			Georgios Alexandris, Non-tenured contract lecturer			,
			Eirini Karanasiou, Non-tenured contract lecturer			
			Paraskevi Divari, Lecturer			
			Michail Serris, Tenured teaching staff member			(T + L)
MODERN PHYSICS I	http://moodle.sse.gr/	74	Ioannis Mystakidis, Tenured teaching staff member	Compulsory	Yes	Lectures /
			Konstantinos Karafasoulis, Tenured teaching staff			Laboratory
			member			
FOREIGN LANGUAGES	http://moodle.sse.gr/	77	Manolis Georginis, Associate Professor	Compulsory	Yes	Lectures
			Stamatia Sofiou, Assistant Professor	. ,		
PHYSICAL EDUCATION		405	Thr. Paxinos, Associate Professor		.,	1
ATHLETIC APPLICATIONS	http://moodle.sse.gr/	136	Dionysios Kardaris, Assistant Professor	Compulsory	Yes	Lectures
(AFTERNOON)			Konstantinos Chavenetidis, Assistant Professor			

		Ioannis Giosos, Lecturer			
		Stylianos Kounalakis, Lecturer			
MILITARY EDUCATION		Military Education Officers			
Army Organisation II	45	Lieutenant Dimosthenis Kostarellos Lieutenant (Infantry) Marinos Kazdaglis	Compulsory	Yes	Lectures
Operations – Strategy II	45	Lieutenant (Infantry) Chrysanthi Zachara	Compulsory	Yes	Lectures
Technical Education of Artillery - Equipment II	46	Lieutenant (Infantry) Georgios Skretis	Compulsory	Yes	Lectures
Weapon System School (Field Training)	37	Lieutenant (Infantry) Emmanouil Kavvousanos Captain (Infantry) Georgios Kounis	Compulsory	Yes	Practice 1 week (Winter)
Personal Strategy (During the afternoon-evening) - (Field Training)	37	Lieutenant (Infantry) Efstathios Panas Lieutenant (Infantry) Nikolaos Vlachos	Compulsory	Yes	Practice 1 week (Winter)
Personal Strategy - (Field Training)	37	Lieutenant (Infantry) Dimitrios Poulopoulos Lieutenant (Infantry) Petros Gioulis Lieutenant (Infantry) Ioannis Panourgias	Compulsory	Yes	Practice 1 week (Summer)
TAMS The soldier in the framework of the Squad during defensive-offensive operations (Field Training)	37	Lieutenant (Infantry) Dimitrios Poulopoulos Lieutenant (Infantry) Petros Gioulis Lieutenant (Infantry) Ioannis Panourgias	Compulsory	Yes	Practice 1 week (Summer)
Amphibious vessels-Military tracked vehicles-Korean War trophy – (Field Training)	37	Lieutenant (Artillery) Sotirios Mpalaouras Lieutenant (Infantry) Marinos Kazdaglis	Compulsory	Yes	Practice 1 week (Summer)
TAMS of Motorised Infantry Battalion during advance – attack - (Field Training)	37	Lieutenant Ioannis Kostopoulos Lieutenant (Infantry) Georgios Laiveras	Compulsory	Yes	Practice 1 week (Summer)

3 <sup>rd</sup> TERM						
ACADEMIC EDUCATION						
SOCIOLOGY – MILITARY SOCIOLOGY	http://moodle.sse.gr/	79	Georgios Kaffes, Assistant Professor	Compulsory	Yes	Lectures
PSYCHOLOGY, MILITARY APPLICATIONS – PSYCHOLOGICAL OPERATIONS	http://moodle.sse.gr/	80	Vasiliki Karamanoli, Psychology Lecturer Spyridoula Ntani, Non-tenured contract lecturer	Compulsory	Yes	Lectures
MILITARY GEOGRAPHY – OPERATIONAL ANALYSIS OF TERRITORIES I	http://moodle.sse.gr/	81	Nikolaos Daras, Professor	Compulsory	Yes	Lectures
SCIENTIFIC CALCULATIONS	http://moodle.sse.gr/	81	Nikolaos Daras, Professor	Compulsory	Yes	Lectures
CHEMICAL TECHNOLOGY	http://moodle.sse.gr/	84	Christos Mastrokalos, Professor Kyriaki Sarantinou, Lecturer Sofia Paschalidou, Tenured teaching staff member Konstantina Skorda, Tenured teaching staff member	Compulsory	Yes	(T+L) Lectures / Laboratory
INTRODUCTION TO MILITARY ELECTRONIC AND TELECOMMUNICATIONS SYSTEMS	http://moodle.sse.gr/	86	Michalis Gargalakos, Non-tenured contract lecturer Giannis Kominis, Non-tenured contract lecturer Rodoula Makri, Non-tenured contract lecturer Nikolaos Tsitsas, Non-tenured contract lecturer	Compulsory	Yes	(T+L) Lectures / Laboratory
INTRODUCTION TO  MANAGEMENT	http://moodle.sse.gr/	87	Maria Athena Artavani Associate Professor	Compulsory	Yes	Lectures
FOREIGN LANGUAGES	http://moodle.sse.gr/	88	Manolis Georginis, Associate Professor Stamatia Sofiou, Assistant Professor	Compulsory	Yes	Lectures
PHYSICAL EDUCATION ATHLETIC APPLICATIONS (AFTERNOON)	http://moodle.sse.gr/	136	Thr. Paxinos, Associate Professor Dionysios Kardaris, Assistant Professor Konstantinos Chavenetidis, Assistant Professor Ioannis Giosos, Lecturer Stylianos Kounalakis, Lecturer	Compulsory	Yes	Lectures

MILITARY EDUCATION			Military Education Officers			
Operations – Strategy III		46	Lieutenant (Ordnance Corps) Marianna Garifallaki Captain (Infantry) Vasilios Kapsimalis Captain (Infantry) Athanasios Karanikas	Compulsory	Yes	Lectures
Technical Education of Artillery - Equipment III		47	Lieutenant (Infantry) Theofanis Kassimatis Lieutenant (Infantry) Georgios Kourkoulos Lieutenant (Infantry) Christos Papatheodorakis	Compulsory	Yes	Lectures
Army Organisation III		47	Lieutenant (Infantry) Apostolos Patsis Lieutenant (Infantry) Nikolaos Vlachos Lieutenant (Infantry) Konstantinos Chiotis Lieutenant (Artillery Arm) Dimitrios Memtsas	Compulsory	Yes	Lectures
Preparation, Improvement of physical condition - Medical-Athletic examinations (Field Training)		37	Lieutenant (Ordnance Corps) Marianna Garifallaki Lieutenant (Infantry) Apostolos Patsis Lieutenant (Infantry) Nikolaos Vlachos	Compulsory	Yes	Practice 1 week (Autumn)
Basic Raid Education School (Field Training)		37	Lieutenant (Infantry) Vasilios Kapsimalis Lieutenant (Infantry) Athanasios Karanikas	Compulsory	Yes	Practice 4 weeks (Autumn)
Weapon System School (Field Training)		37	Lieutenant (Infantry) Theofanis Kassimatis Lieutenant (Infantry) Georgios Kourkoulos Lieutenant (Infantry) Christos Papatheodorakis	Compulsory	Yes	Practice 1 week (Winter)
Basic Raid Education School (Field Training)		37	Lieutenant (Infantry) Konstantinos Chiotis Lieutenant (Artillery) Dimitrios Memtsas Lieutenant (Infantry) Dimitrios Chappas	Compulsory	Yes	Practice 1 week (Winter)
4 <sup>th</sup> TERM						
ACADEMIC EDUCATION						
ELEMENTS OF LEADERSHIP AND HUMAN RESOURCES	http://moodle.sse.gr/	90	Andreas Kastanis, Associate Professor	Compulsory	Yes	Lectures

MANAGEMENT						
MILITARY GEOGRAPHY – OPERATIONAL ANALYSIS OF TERRITORIES II	http://moodle.sse.gr/	92	Nikolaos Daras, Professor	Compulsory	Yes	Lectures
TOPOGRAPHY - SATELLITE REMOTE SENSING (T + L)	http://moodle.sse.gr/	92	Nikolaos Daras, Professor	Compulsory	Yes	Lectures
QUANTITATIVE METHODS	http://moodle.sse.gr/	93	Nikolaos Daras, Professor	Compulsory	Yes	Lectures
TECHNICAL DESIGN OF BUILDING CONSTRUCTIONS AND MECHANICAL PARTS	http://moodle.sse.gr/	96	Georgios Toursounoglou, Assistant Professor	Compulsory	Yes	Lectures
ENGINEERING	http://moodle.sse.gr/	97	Georgios Palassopoulos, Professor Christos Volos, Tenured teaching staff service Anastasios Lazopoulos, Tenured teaching staff service	Compulsory	Yes	(T+L) Lectures / Laboratory
FOREIGN LANGUAGES	http://moodle.sse.gr/	98	Emmanuel Georginis, Associate Professor Stamatia Sofiou, Assistant Professor	Compulsory	Yes	Lectures
PHYSICAL EDUCATION ATHLETIC APPLICATIONS (AFTERNOON)	http://moodle.sse.gr/	137	Thr. Paxinos, Associate Professor Dionysios Kardaris, Associate Professor Konstantinos Chavenetidis, Assistant Professor Ioannis Gkiosos, Lecturer Stylianos Kounalakis, Lecturer	Compulsory	Yes	Lectures
MILITARY EDUCATION						
Operations – Strategy IV		48	Marianna Garifallaki Vasilios Kapsimalis Athanasios Karanikas Theofanis Kassimatis Georgios Kourkoulos Christos Papatheodorakis	Compulsory	Yes	Lectures
Army Organisation IV		48	Captain Panagiotis Avramidis	Compulsory	Yes	Lectures

		Lieutenant Colonel (Army Aviation) Spyridon Kitsos Lieutenant Colonel (Supply and Transportation Corps) Dimitrios Strikos Lieutenant Colonel (Engineers) Panagiotis Karameros Lieutenant Colonel (Artillery) Anastasios Polychronos Lieutenant Colonel (Technical Corps) Pamfilos Efentakis Colonel (Infantry) Georgios Dimitropoulos Brigadier Georgios Arvanitis Major Emmanouil Patelaros Major (Ordnance Corps) Dimosthenis Giannikos			
TAMS of Squads during offensive operations	38	Lieutenant (Infantry) Apostolos Patsis Lieutenant (Infantry) Nikolaos Vlachos Lieutenant (Infantry) Konstantinos Chiotis Lieutenant (Artillery) Dimitrios Memtsas	Compulsory	Yes	Practice 1 week (Winter)
TAMS of Squads during defensive-offensive operations Certification as Squad Leaders (Field Training)	38	Lieutenant (Ordnance Corps) Marianna Garifallaki Lieutenant (Infantry) Apostolos Patsis Lieutenant (Infantry) Nikolaos Vlachos	Compulsory	Yes	Practice 1 week (Winter)
The Motorised Platoon during defensive operations (Field Training)	38	Lieutenant (Infantry) Vasileios Kapsimalis Lieutenant (Infantry) Athanasios Karanikas	Compulsory	Yes	Practice 1 week (Autumn)
The Motorised Platoon during offensive operations (Field Training)	38	Lieutenant (Infantry) Theofanis Kassimatis Lieutenant (Infantry) Georgios Kourkoulos	Compulsory	Yes	Practice 1 week (Autumn)
Amphibious Vessels-Patrols- Korean War Trophy – (Field Training)	38	Lieutenant (Infantry) Konstantinos Chiotis Lieutenant (Artillery) Dimitrios Memtsas	Compulsory	Yes	Practice 1 week (Autumn)
TAMS of Motorised Infantry	38	Lieutenant (Infantry) Christos Papatheodorakis	Compulsory	Yes	Practice

Battalion during advance-attack			Lieutenant (Infantry) Dimitrios Chappas			1 week
(Field Training)						(Autumn)
5 <sup>th</sup> TERM						
ACADEMIC EDUCATION						
MILITARY HISTORY – MILITARY OPERATION ANALYSIS I	http://moodle.sse.gr/	100	Andreas Kastanis, Associate Professor	Compulsory	Yes	Lectures
						(T+L)
TECHNICAL ENGINEERING I	http://moodle.sse.gr/	102	Georgios Palassopoulos, Professor	Compulsory	Yes	Lectures /
						Laboratory
						(T+L)
BALLISTICS	http://moodle.sse.gr/	102	Georgios Palassopoulos, Professor	Compulsory	Yes	Lectures /
						Laboratory
ELECTRICAL ENGINEERING II						(T+L)
/ TECHNICAL DESIGN	http://moodle.sse.gr/	104	Georgios Palassopoulos, Professor	Compulsory	Yes	Lectures /
, 12011110,12 3201011						Laboratory
PUBLIC ECONOMY	http://moodle.sse.gr/	106	Maria Athena Artavani, Associate Professor	Compulsory	Yes	Lectures
			Ilias Chatzichamperis, Non-tenured contract lecturer	Companson,		20000.00
FOREIGN LANGUAGES	http://moodle.sse.gr/					
STRATEGIC-TACTICAL ANALYSIS OF TERRITORIES I	http://moodle.sse.gr/	107	Nikolaos Daras, Professor	Compulsory	Yes	Lectures
ELECTIVE COURSE I	http://moodle.sse.gr/					
LEADERSHIP	http://moodle.sse.gr/					
			Thr. Paxinos, Associate Professor			
PHYSICAL EDUCATION			Dionysios Kardaris, Associate Professor			
ATHLETIC APPLICATIONS	http://moodle.sse.gr/	137	Konstantinos Chavenetidis, Assistant Professor	Compulsory	Yes	Lectures
(AFTERNOON)			Ioannis Gkiosos, Lecturer			
			Stylianos Kounalakis, Lecturer			
MILITARY EDUCATION			Military Education Officers			

Operations – Strategy V	48	Captain (Infantry) Dimitrios Levisianos Captain (Infantry) Athanasios Meleounis Captain (Infantry) Dionysis Metzelopoulos Captain (Infantry) Nikolaos Posatzis Captain (Infantry) Dimitrios Botonis Captain (Infantry) Anastasia Stathaki Captain (Infantry) Lampros Chalatsis Captain (Infantry) Spyridon Chalikopoulos	Compulsory	Yes	Lectures
Army Organisation V	49	Captain (Infantry) Athanasios Vasilakopoulos Lieutenant (Signals Arm) Evang. Gkouvas Lieutenant (Infantry) Panag. Apostolopoulos Lieutenant (Infantry) Evang. Koligliatis Lieutenant (Infantry) Evang. Chatzimichalis	Compulsory	Yes	Lectures
Preparation – Education in basic military education subjects (Field Training)	39	Lieutenant (Artillery) Sotirios Mpalaouras Lieutenant (Infantry) Theofanis Kassimatis	Compulsory	Yes	Practice 1 week (Autumn)
Physical Education School (Field Training)	39	Captain (Infantry) Dimitrios Levisianos Captain (Infantry) Athanasios Meleounis Captain (Infantry) Dionysis Metzelopoulos	Compulsory	Yes	Practice 1 week (Autumn)
Instructors in the Recruit Training Centres (Field Training)	39	Lieutenant (Infantry) Nikolaos Posatzis Lieutenant (Infantry) Lampros Chalatzis Lieutenant (Signals) Evang. Gkouvas Lieutenant (Supply and Transportation Corps) Anastasia Stathaki Lieutenant (Engineers) Konstantinos Georgios Lymperopoulos	Compulsory	Yes	Practice 2 weeks (Autumn)
Training in Air Operations (Field Training)	39	Captain (Infantry) Spyridon Chalikopoulos Lieutenant (Infantry) Evangelos Chatzimichalis Captain (Infantry) Petros Gioulis	Compulsory	Yes	Practice 1 week (Winter)

			Captain (Infantry) Dimitrios Liakouris			
Training in Amphibiaus			Lieutenant (Infantry) Dimitrios Chappas			Practice
Training in Amphibious Operations (Field Training)		39	Lieutenant (Infantry) Panagiotis Apostolopoulos	Compulsory	Yes	1 week
Operations (Field Training)			Lieutenant (Infantry) Nikolaos Kyfos			(Winter)
6 <sup>th</sup> TERM						
ACADEMIC EDUCATION						
						(T+L)
TECHNICAL ENGINEERING II	http://moodle.sse.gr/	108	Georgios Palassopoulos, Professor	Compulsory	Yes	Lectures /
						Laboratory
			Konstantinos Kouvelis, Non-tenured contract lecturer			
OPERATION SIMULATION I	http://moodle.sse.gr/	109	Michail Sakellariou, Non-tenured contract lecturer	Compulsory	Yes	Lectures
			Elisaios Mouratziotis, Lecturer			
STRATEGIC-TACTICAL ANALYSIS	http://moodle.sse.gr/	109	Nikolaos Daras, Professor	Compulsory	Yes	Lectures
OF TERRITORIES II				ээтр жээг ү		
MILITARY HISTORY – MILITARY	http://moodle.sse.gr/	110	Andreas Kastanis, Associate Professor	Compulsory	Yes	Lectures
OPERATION ANALYSIS II			,			
SOCIOLOGY	http://moodle.sse.gr/	112	Georgios Kaffes, Assistant Professor	Compulsory	Yes	Lectures
FOREIGN LANGUAGES	http://moodle.sse.gr/					
ELECTIVE COURSE II	http://moodle.sse.gr/					
			Georgios Palassopoulos, Professor			
ELECTRONICS I	http://moodle.sse.gr/	112	Georgios Koutitas, Non-tenured contract lecturer	Compulsory	Yes	Lectures
	metp.,, moodie.sse.g.,		Michail Gargalakos, Non-tenured contract lecturer	Compaisory		Zectares
			Rodoula Makri, Non-tenured contract lecturer			
PUBLIC ECONOMY	http://moodle.sse.gr/					
PHYSICAL EDUCATION			Thr. Paxinos, Associate Professor			
ATHLETIC APPLICATIONS	http://moodle.sse.gr/	138	Dionysios Kardaris, Associate Professor	Compulsory	Yes	Lectures
(AFTERNOON)			Konstantinos Chavenetidis, Assistant Professor			

		Ioannis Gkiosos, Lecturer Stylianos Kounalakis, Lecturer			
MILITARY EDUCATION					
Operations – Strategy VI	49	Captain (Infantry) Dimitrios Levisianos Lieutenant (Infantry) Athanasios Meleounis Lieutenant (Artillery) Dionysis Metzelopoulos Lieutenant (Signals) Nikolaos Posatzis	Compulsory	Yes	Lectures
Army Organisation VI	50	Lieutenant (Supply and Transportation Corps) Anastasia Stathaki Lieutenant (Infantry) Lampros Chalatsis Lieutenant (Infantry) Spyridon Chalikopoulos Lieutenant (Infantry) Evangelos Chatzimichalis	Compulsory	Yes	Lectures
TAMS of Platoon during offensive operations (Field Training)	39	Lieutenant (Artillery) Sotirios Mpalaouras Lieutenant (Infantry) Theofanis Kassimatis	Compulsory	Yes	Practice 1 week (Winter)
TAMS of Platoon during defensive operations (During the afternoon-evening) (Field Training)	39	Lieutenant (Infantry) Athanasios Meleounis Lieutenant (Artillery) Dionysis Metzelopoulos	Compulsory	Yes	Practice 1 week (Winter)
Operations in residential locations (Field Training)	39	Lieutenant (Infantry) Nikolaos Posatzis Lampros Chalatzis	Compulsory	Yes	Practice 1 week (Summer)
Amphibious-Raid operations (Field Training)	39	Lieutenant (Infantry) Spyridon Chalikopoulos Lieutenant (Infantry) Evangelos Chatzimichalis Lieutenant (Engineers) Panagiotis Nikolopoulos	Compulsory	Yes	Practice 1 week (Summer)
Vessels-River line crossing- Operations of Motorised Company-Coast defence (Field Training)	39	Lieutenant (Infantry) Dimitrios Chappas Lieutenant (Infantry) Triantafyllos Papageorgos Lieutenant (Ordnance Corps) Emmanouela Saloustrou	Compulsory	Yes	Practice 1 week (Summer)

TAMS of Motorised Infantry Battalion during advance - attack - Certification as Platoon Leaders (Field Training)	Captain (Infantry) Athanasios Levisianos 39 Lieutenant (Infantry) Athanasios Vasilakopou Lieutenant (Infantry) Georgios Laiveras		Lieutenant (Infantry) Athanasios Vasilakopoulos	Compulsory	Yes	Practice 1 week (Summer)
7 <sup>th</sup> TERM						
ACADEMIC EDUCATION						
THE ART OF WAR & WAR	http://moodle.sse.gr/	114	Emmanouil Xyderis (discharged Lieutenant General)	Compulsory	Yes	Lectures
APPLICATIONS	nttp://moodie.sse.gi/	114	Non-tenured contract Associate Professor	Compaisory	163	Lectures
DISSERTATION	http://moodle.sse.gr/					
			Georgios Palassopoulos			
			Georgios Koutitas			(T+L)
ELECTRONICS II	http://moodle.sse.gr/	115	Michalis Gargalakos,	Compulsory	Yes	Lectures /
			Rodoula Makri,			Laboratory
			Ioannis Kominis			
GEOPOLITICS	http://moodle.sse.gr/	116	Anna-Maria Vidali	Compulsory	Yes	Lectures
GEOF CEITICS	nttp.//module.sse.gi/	110	Konstantinos Grivas	Compaisory	163	Lectures
MILITARY HISTORY – MILITARY	http://moodle.sse.gr/	117	Andreas Kastanis, Associate Professor	Compulsory	Yes	Lectures
OPERATION ANALYSIS III	nttp://moodie.sse.gi/	117	Andreas Rastanis, Associate i Toressor	Compaisory	163	Lectures
ELECTIVE COURSE III	http://moodle.sse.gr/					
			Thr. Paxinos, Associate Professor			
PHYSICAL EDUCATION			Dionysios Kardaris, Associate Professor			
ATHLETIC APPLICATIONS	http://moodle.sse.gr/	138	Konstantinos Chavenetidis, Assistant Professor	Compulsory	Yes	Lectures
(AFTERNOON)			Ioannis Gkiosos, Lecturer			
			Stylianos Kounalakis, Lecturer			
MILITARY STRATEGY AND WAR	http://moodle.sse.gr/					
THEORIES	intep.//infoodie.sse.gi/					
Operational research and	http://moodle.sse.gr/	119	Nikolaos Daras, Professor	Compulsory	Yes	Lectures
military applications "ARMS"		113	Athanasios Nikolakopoulos, Non-tenured contract	Compaisory	103	Ecctares

			lecturer			
Laser Physics & Applications - "ARMS"	http://moodle.sse.gr/	121	S.I. Themelis, Non-tenured contract lecturer K. Dimitriou. Non-tenured contract lecturer	Compulsory	Yes	Lectures
Applied Chemistry (Food – Ammunition – Explosives) – "CORPS"	http://moodle.sse.gr/	122	Kyriaki Sarantinou, Lecturer	Compulsory	Yes	Lectures
Logistics – "CORPS"	http://moodle.sse.gr/	123	Maria Athena Artavani, Associate Professor Compulsory		Yes	Lectures
MILITARY EDUCATION			Military Education Officers			
General Military Education I		50	Lieutenant (Infantry) Panagiotis Apostolopoulos Lieutenant (Infantry) Ioannis Kostopoulos Captain (Infantry) Christos Koulogiannis	Compulsory	Yes	Lectures
Operations – Strategy VII		50	Lieutenant (Infantry) Nikolaos Oikonomopoulos Lieutenant (Infantry) Chrysovalantis Pallas	Compulsory	Yes	Lectures
Army Organisation VII		51	Lieutenant (Infantry) Konstantinos Lymperopoulos Captain (Infantry) Athanasios Triantafyllis	Compulsory	Yes	Lectures
Instructors School (Field Training)		40	Lieutenant (Infantry) Panagiotis Apostolopoulos Lieutenant (Infantry) Ioannis Kostopoulos	Compulsory	Yes	Practice 3 weeks (Autumn)
Instructors of Class I (Field Training)		40	Captain (Infantry) Christos Koulogiannis Lieutenant (Engineers) Konstantinos Lymperopoulos	Compulsory	Yes	Practice 3 weeks (Autumn)
School of living in snow-covered locations (Field Training)		40	Lieutenant (Infantry) Nikolaos Oikonomopoulos Lieutenant (Infantry) Chrysovalantis Pallas Captain (Infantry) Athanasios Triantafyllis	Compulsory	Yes	Practice 2 weeks (Winter)
8 <sup>th</sup> TERM						
THE ART OF WAR & WAR APPLICATIONS	http://moodle.sse.gr/	124		Compulsory	Yes	Lectures

STRATEGIC DEFENCE ANALYSIS	http://moodle.sse.gr/	125	Spyros Makris Georgios Koukoudakis	Compulsory	Yes	Lectures
INTERNATIONAL LAW	http://moodle.sse.gr/	125	Konstantinos Tsimaras, Assistant Professor Teaching Staff: Ioannis Meleas, Non-tenured contract lecturer	Compulsory	Yes	Lectures
GEOPOLITICS	http://moodle.sse.gr/	127	Anna-Maria Vidali Konstantinos Grivas	Compulsory	Yes	Lectures
MILITARY STRATEGY & WAR THEORIES	http://moodle.sse.gr/	127	Anna-Maria Vidali Panagiotis Mavropoulos Nikolaos Toskas	Compulsory	Yes	Lectures
SOCIOLOGY II	http://moodle.sse.gr/	128	Georgios Kaffes, Assistant Professor	Compulsory	Yes	Lectures
EUROPEAN SECURITY  AND DEFENCE	http://moodle.sse.gr/	129	Anna-Maria Vidali Ioannis Ragies, Non-tenured contract lecturer	l Compulsory		Lectures
ELECTIVE COURSE IV	http://moodle.sse.gr/					
MILITARY HISTORY	http://moodle.sse.gr/					
PHYSICAL EDUCATION ATHLETIC APPLICATIONS (AFTERNOON)	http://moodle.sse.gr/	138	Thr. Paxinos, Associate Professor Dionysios Kardaris, Associate Professor Konstantinos Chavenetidis, Assistant Professor Ioannis Gkiosos, Lecturer Stylianos Kounalakis, Lecturer	Compulsory	Yes	Lectures
Leadership – Administration – "ARMS"	http://moodle.sse.gr/	130	Andreas Kastanis, Associate Professor Stefanos Manettas, - tenured contract lecturer	Compulsory	Yes	Lectures
Logistics – "CORPS"	http://moodle.sse.gr/	132	Maria Athena Artavani Associate Professor	Compulsory	Yes	Lectures
MILITARY EDUCATION						
Operations – Strategy VIII		51	Lieutenant Panagiotis Apostolopoulos Lieutenant (Infantry) Ioannis Kostopoulos Captain (Infantry) Christos Koulogiannis Lieutenant (Infantry) Nikolaos Oikonomopoulos		Yes	Lectures
Army Organisation VIII		51	Lieutenant (Infantry) Chrysovalantis Pallas	Compulsory	Yes	Lectures

	Lieutenant (Engineers Arm) Konstantinos					
Lym		Lymperopoulos				
			Lieutenant (Infantry) Athanasios Triantafyllidis			
			Lieutenant Panagiotis Apostolopoulos			
Instructors of Class I-II-III (Field Training)		Lieutenant (Infantry) Ioannis Kostopoulos				
			Captain (Infantry) Christos Koulogiannis			Practice
	40	40	Lieutenant (Engineers) Konstantinos Lymperopoulos	Compulsory	Yes	2 weeks
			Lieutenant (Infantry) Nikolaos Oikonomopoulos			(Winter)
			Lieutenant (Infantry) Chrysovalantis Pallas			
			Captain (Infantry) Athanasios Triantafyllis			

### Table 2 shows the Course Codes of the Curriculum

Table 2: Course Codes as they appear in the Diagrams

COURSE CODES AS THEY APPEAR IN THE DIAGRAMS						
OGY IN						
Y)						
ЛING						
ES						
IS AND						
F						
GICAL						
:						
•						

			TECHNICAL DRAWING OF BUILDING CONSTRUCTIONS AND
2	4	KE452	MECHANICAL PARTS
2	4	KE413A	ELEMENTS OF LEADERSHIP
2	4	KE413B	MANAGEMENT OF HUMAN RESOURCES
2	4	KE474	FOREIGN LANGUAGES IV
2	4	FYSAG24	PHYSICAL EDUCATION-ATHLETIC APPLICATIONS IV
2	4	KE464	ENGINEERING (Θ +E)
2	4	XIMTEXN	CHEMICAL TECHNOLOGY (Θ+E)
3	5	FYSAG35	PHYSICAL EDUCATION-ATHLETIC APPLICATIONS V
3	5	MEO543	METHODS OF DECISION MAKING AND NEGOTIATIONS
			MILITARY MANAGEMENT (MANAGEMENT AND
3	5	MKS513	LEADERSHIP)
3	5	MKS524	STRATEGIC- TACTICAL ANALYSIS OF BATTLES I
3	5	MEO553	PUBLIC FINANCE
	1		DATA BASES AND DATA MINING FOR SUPPLY SYSTEMS
3	5	MES564	LOGISTICS(Θ+E)
3	5	EPILOGI35	ELECTIVE COURSE/5 <sup>TH</sup> TERM
3	5	OIKXOROU	SPATIAL ECONOMIC ANALYSIS
3	5	MES553	GENERAL PRINCIPLES OF LOGISTICS
3	5	MEO564	BALLISTICS OF CONTEMPORARY ARMS SYSTEMS (O+E)
3	5	MKS533	PUBLIC INTERNATIONAL LAW
			INTERNATIONAL GEOGRAPHY ANF GEOPOLITICS OF
3	5	MKS514	CONTEMPORARY ARMAMENTS I
3	6	EURASF	EUROPEAN SECURITY AND DEFENCE
			INTERNATIONAL GEOGRAPHY ANF GEOPOLITICS OF
3	6	MKS614	CONTEMPORARY ARMAMENTS II
	1_		MANAGEMENT AND UTILISATION OF MILITARY
3	6	MEO664	COMMUNICATIONS AND ELECTRONIC BATTLE SYSTEMS
3	6	MES654	MANAGEMENT OF OPERATIONAL RESOURCES
		N450654	SIMULATION TECHNIQUES AND DECISION DISTINCTIVE
3	6	MEO654	SYSTEMS =SYSTEM RELIABILITY
3	6	MKS632	PRINCIPLES OF ADMINISTRATIVE LAW
3	6	EPILOGI36	ELECTIVE COURSE/6TH TERM
3	6	GEOOIK	GEOECONOMICS
3	6	MES642	MATHEMATICAL MODELS OF LOGISTICS
3	6	SIGESIA	LEADERSHIP AND MANAGEMENT
3	6	MES664	APPLIED CHEMISTRY(Θ+E)
3	6	ΜΚΣ624	STRATEGIC- TACTICAL ANALYSIS OF BATTLES II
3	6	FYSAG36	PHYSICAL EDUCATION-ATHLETIC APPLICATIONS VI
4	7	FYSAG47	PHYSICAL EDUCATION-ATHLETIC APPLICATIONS VII

4	7	MEO764	SECURITY OF INFORMATION SYSTEMS OF MANAGEMENT				
4	/	IVILO704	AND INFORMATION WAR				
4	7	EURASF47	EUROPEAN SECURITY AND DEFENCE				
4	7	MKS733	OPERATIONS RESEARCH AND ITS MILITARY APPLICATIONS-				
4	/	WIK3733	Battle theory				
4	7	MKS723	MILITARY STRATEGY AND THEORIES OF WAR I				
4	7	EPILOGI47	ELECTIVE COURSE/7 <sup>TH</sup> TERM				
4	7	MES754	ENERGY TECHNOLOGY(O+E)				
4	7	MES763	INFORMATION SYSTEMS OF MANAGEMENT				
4	7	MES743	SPECIAL SUBJECTS LOGISTICS				
4	7	MKS714	WAR -OPERATIONAL TECHNIQUES AND APPLICATIONS				
4	7	SIGESIA47	LEADERSHIP AND MANAGEMENT				
4	7	MEO753	DECISION SUPPORT SYSTEMS				
4	7	MEO743	LASER RADIATION AND MILITARY APPLICATIONS				
4	8	MES852	PROJECT MANAGEMENT/ MILITARY APPLICATIONS				
4	8	MES862	ADVANCED DEFENCE MATERIAL				
4	8	MKS824	STRATEGIC TACTICAL ANALYSIS OF BATTLES III				
4	8	MKS814	WAR – OPERATIONAL TECHNIQUES AND APPLICATIONS				
4	8	KOINON	MILITARY SOCIOLOGY				
4	8	MKS834	STRATEGIC AND DEFENCE ANALYSIS				
4	8	MEO854	DESIGN AND ANALYSIS OF INFORMATION SYSTEMS OF				
4	0	WIEO634	MANAGEMENT				
4	8	MKS823	MILITARY STRATEGY AND THEORIES OF WAR II				
4	8	MEO842	SYSTEMS ORGANISATION AND DESIGN				
4	8	FYSAG48	PHYSICAL EDUCATION-ATHLETIC APPLICATIONS VIII				
4	8	EPILOGI48	ELECTIVE COURSE /8 <sup>TH</sup> TERM				
4	8	MEO862	ECONOMICS OF DEFENCE				
4	8	ΜΕΣ844	INFORMATION SYSTEMS OF SUPPLY CHAIN				
			l .				

Hellenic Army Academy offers four years of education and is divided into:

- (1)Academic
- (2)Military

There is a twofold division according to the course taught or the type of education:

- (1) Classroom Teaching
- (2) Practical Application of knowledge (in labs, athletics halls within and without the School's premises for field work and training of military nature).

The four-year Undergaruate Studies Curriculum requires the following:

- ➤ Course attendance is required, including the elective courses of the Third and Fourth Year.
- ➤ Division of cadets in five groups of 40 50 students, every academic year.

➤ One half of each group of students attend laboratory courses, in order to certify cadet's successful performance in the course and due to limited laboratory capacity. It should be noted that the rest of the group attend courses the same time, and has the possibility to participate in laboratory courses at a different scheduled time and day. In this way there is no overlap of courses.

### **3.1.2.2.** What is the percentage of the core courses/specialization/ branhes in relation to the total number of the courses?

#### The structure of education during the 8 terms:

During the first two years (terms 1 to 4) the education provided is the same to all cadets, nevertheless the Branch they had chosen when they entered in the Academy (Arms – Corps). Only the last two years of their studies they can choose and attend a more specialized Syllabus. All courses mentioned in the Curriculum are required and taught in both branches (Arms and Corps). Greek cadets are offered compulsory English and French Language courses at various levels (if they are proficient in one language they cannot choose). For foreign cadets is compulsory to attend Greek Language courses. There is also an option for elective courses, which can be selected by the cadets at the end of their 2<sup>nd</sup> Year.

The number of courses (Core— Specialization — Elective — Final Year Dissertation) has the following percentage of the total of the courses (Physical Education has been included in the core courses) as in Table 3:

Table 3: Percentage of core courses /Specialization/Elective per academic year

ACADEMIC YEAR	CORE COURSES	SPECIALIZED COURSES/KATEYΘΥ NΣΗΣ(ARMS- CORPS)	ELECTIVE COURSES CHOSEN FROM SETS OF ELECTIVE COURSES +FINAL YEAR DISSERTATION	TOTAL OF COURSES
I (1°-2°term.)	16 (100%)	0%	0%	16 (100%)
II (3°-4° term.)	20 (100%)	0%	0%	20 (100%)
III (5°- 6° term.)	12 (63,15%)	6 (31,57%)	2 (10,52 %)	20 (100%)
IV (7°-8° term.)	13 (56,52%)	6 (26,08%)	2 (8,69%)+ DISSERTATION 2 (8,69%) = (17,39%)	23 (100%)
YEARS I-IV	61 (77,21%)	12 (15,18%)	6 (7,59%)	79 (100%)

The core courses, which the cadets attend during their four-year studies, and which are all required, make up the 77,21% of all courses. On the other hand, Specialized courses (Arms Corps), offered in the III and IV Year, make up not more than 50%. To be precise, in the 3<sup>rd</sup> Year Specialized courses make up 31,57% of the

taught courses, while in the 4<sup>th</sup> Year Specialized courses make up 26,08% of the taught courses. Elective courses make up 7,59% of all courses from Year I to Year IV.

As it was mentioned above (viz. 3.1.1), there have been continuous efforts to upgrade and modernize the current Curriculum in order to meet the objectives set by the Division. This effort is ongoing and optimistic to offer optimal results in the future.

#### 3.1.2.3. How many elective courses are offered;

The offered elective courses fall into categories of four (4) related courses which are taught in these consecutive terms: 5<sup>th</sup>, 6th, 7<sup>th</sup>, and 8<sup>th</sup>, as in Figure 1. The cadet who has attended the 5<sup>th</sup> term course of a specific set must attend the courses of the same set in the next terms. Therefore, by 'Elective course' we mean the choice the cadet makes in 5<sup>th</sup> term. However the aforementioned restriction applies as regards his attendance of the next courses of the set.

During the academic year 2013-2014 the following elective courses were taught as in Table 3:

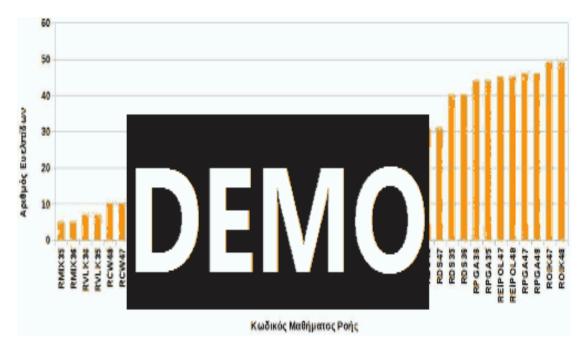


Figure 1: Allocation of cadets to sets of elective courses in the 2 final years of the Undergraduate Studies Curriculum (acad. year 2013-2014)

Table 4: Codes of Elective Courses taught during Academic Year 2013-2014.

	5°	6°	7°	8°
DIVICIONII	TERM	TERM	TERM	TERM
English Language, Communication, and Literature	English Military Terminology	American War Fiction of the 20 <sup>th</sup> century RENG36	English Language Level C2	Communiation Skills & Public Speaking RENG47
International Relations	RENG35 Introduction to International Relations RDS35	International Relations  RDS36	RENG47 International Organizations and International Security I RDS47	International Organizations and International Security II RDS48
Greek Civilisation	The Beginnings of European Thought REIPOL35	War and War Ethos in Ancient Greece REIPOL36	Political Thought of the Greeks REIPOL47	The War of Independence and National Consciousness REIPOL48
Military History	The Byzantine Army RSIST35	Political Speech and the Making of National Identities	The Army during the Making of the Modern Greek State(1828-1835) RSIST47	Analysis of the art of wa and the tactics of the Balkan Wars
Contemporary Economic Subjects	Greek Economy  ROIK35	Political Economy  ROIK36	Economy of the Environment ROIK47	Management of Human Resources ROIK48
DIVISION II				
Laser Physics and Military Applications	Laser Physics and Military Applications RLASER35	Laser Physics and Military Applications RLASER36	Laser Physics and Military Applications	Laser Physics and Military Applications *
Chemistry and Contemporary Materials	Chemistry and Contemporary Materials I RXIM35	Chemical Weapons and Biochemical War RXIM36	Chemistry and Contemporary Materials II RXIM47	Explosives RXIM48
DIVISION III				
Ballistics of Contemporary Arms Systems	Ballistics of Contemporary Arms Systems RVLK35	Ballistics of Contemporary Arms Systems RVLK36	Ballistics of Contemporary Weapons I*	Ballistics of Contemporary Weapons II*
Cyberwar	Design ing of Simulation Systems and Internet Programming	Data bases and data mining  RCW36	Data Security – Cryptogaphy RCW47	Informatics War– Systems C41 RCW48
War games, fire distribution strategies and target coverage	RCW35 Differential Games RPGA35	Strategies of fire distribution and target engagement RPGA36	Targeting - Hitting the target RPGA47	Methods of Target Detection and Operational Algorithms MRPGA48
Military Engineering and Technology	Computer Applications in Engineering	Advanced Defensive Materials	Advanced Kinematics RMIX47	Computer analysis of military machinery RMIX48
Chaos and Complexity	RMIX35 Infantry War and Complexity Theory*	Degrees of Application of Complexity Theory in Battle Theory*	Simulation Program ISAAC-EINSTEIN RXAOS47	Simulation Program JANUS – Normal speeds in non-linear battles RXAOS48

<sup>\*</sup> Note:. The sets of elective courses entitled «Ballistics of Contemporary Arms Systems» and «Laser Physics and Military Applications» were taught to  $3^{rd}$  year cadets. Also, the set entitled "Chaos and Complexity" was extended to the  $7^{th}$  and  $8^{th}$  terms for cadets who had chosen it in the  $5^{th}$  and  $6^{th}$  terms (acad. Year 2012-2013).

### **3.1.2.4.** What is the percentage of required/elective courses in relation to the total of the courses?

As it was mentioned above (in 3.1.2) all core courses are required. Their percentage has been estimated at 77,21% of all courses in the four-year period. The Specialization courses (Arms-Corps) are also required. Their percentage has been estimated at 15.18% of all courses in the four-year period.

The sets of elective courses which are offered in the 5<sup>th</sup>,6<sup>th</sup>,7<sup>th</sup>, and 8<sup>th</sup> terms along with the course of the Final Year Dissertation (7th and 8<sup>th</sup> terms), which can also be selected by the cadet, make up 7.59% of all courses in the four-year period.

More specifically in year III the elective courses make up 10,52% of all courses, whereas in year IV the elective courses make up 8,69% of all courses. If the Final Year Dissertation is included then this percentage is doubled and reaches 17.39% of all the courses of that specific academic year.

Athletic Applications (the Academy's athletic teams) which take place in the afternoon are considered elective. Athletic Applications are taught in all terms and include the Academy's Athletic Teams with cadets of every year of study. Physical Education and Athletic Applications are taught simultaneously and cover a full-time program (e.g. 8 hours), which means that the cadet who has chosen to attend Athletic Applications (Athletic team) is trained for 8 hours per week for that specific application.

# 3.1.2.5. What is the percentage of the foundation courses, discipline courses, general knowledge courses and skills development courses in relation to the total number of the courses?

The percentages of the foundation courses, discipline courses, general knowledge courses and skill development courses in relation to the 74 courses of the Academic Education (bar Physical Education and Athletic Applications which are taught to cadets in groups and individually) are shown in the following table (Table 5)

Table 5: Percentages of foundation courses, discipline courses, general knowledge courses and skills development courses

Academic Education Courses	Number	Percentage
foundation courses	24	32,4 %
discipline courses	35	47.3 %
general knowledge courses	15	20.3 %
skills development courses	Physical Education and	Physical Education and
	Athletic Applications	Athletic Applications
Total	74	

The percentages of the foundation courses, discipline courses, general knowledge courses and skills development courses in relation to the 54 courses of the Military Education (bar the Basic Military Training – BMT wherewith the cadets are drilled for their Military Duties throughout the year) are shown in the following table (Table 6).

Table 6: Percentages of foundation courses, discipline courses, general knowledge courses and skills development courses.

Military Education Courses	Number	Percentage
Foundation courses	Basic Military	Basic Military
Foundation courses	Training BMT	Training BMT
discipline courses	6	11.1 %
general knowledge	14	25.9 %
skills development courses	34	63 %
Total	54	

### 3.1.2.6. How much time is allocated to theoretical teaching, practical exercises, labs, and other activities?

The following tables show clearly the allocation of teaching hours between theoretical teaching, laboratory exercises and other activities (Table 7, Table 8). All academic courses of 6 teaching hours, 4 days per week have been included, bar Friday (Military Education).

The afternoon courses of Physical Education and Athletic Applications are shown in a separate column. The coaching of the Athletic Teams of the Hellenic Military Academy which are manned with cadets of all four years belongs to the Athletic Applications course.

Table 7: Allocation of teaching hours per term (1st – 8th)

	ALLOCATION (%) OF TEACHING HOURS PER TERM (1 <sup>ST</sup> -8 <sup>TH</sup> )							
	(TEA	CHING HOU	RS PER CAD	ET)				
	Number of	Total of	Hours	Hours	Courses	Extra hours		
	courses per	hours	(Theory)	(Labs)	in small	in athletics		
	term <i>(bar</i>	per			groups	fields/ other		
	Physical	week			(*)	athletic		
	Education)					centres(**)		
(*) Foreign Language	s or Optional Cours	e /set of ele	ctive course:	s or Final Yea	ar Dissertatio	on		
(**) Physical Education	on and Athletic App	lications(aft	ternoon houi	rs)				
1 <sup>st</sup> term	7	24	16	4	4	8		
		(100%)	(66,66%)	(16,66%)	(16,66%)			
2 <sup>nd</sup> term	7	24	16	4	4	8		
		(100%)	(66,66%)	(16,66%)	(16,66%)			

3 <sup>rd</sup> term	•	24	1 45	_		0
3 term	9	24	15	5	4	8
+b		(100%)	(62,50%)	(20,83%)	(16,66%)	
4 <sup>th</sup> term	9	24	16	4	4	8
		(100%)	(66,66%)	(16,66%)	(16,66%)	
5 <sup>th</sup> term	7+1 elective	24	18	2	4	8
Arms/Corps		(10%)	(75%)	(8,33%)	(16,66%)	
5 <sup>th</sup> term Core	4 + 1 elective	14	10	0	4	8
		(100%)	(71,42%)	(0%)	(28,57%)	
Specialization 5 <sup>th</sup>	3	10	8	2	0	8
term . Arms /		(100%)	(80%)	(20%)	(0%)	
Corps						
6 <sup>th</sup> term	8 + 1 elective	24	18	2	4	8
Arms/Corps		(100%)	(75%)	(8,33%)	(16,66%)	
6 <sup>th</sup> term Core	5 + 1 elective	14	10	0	4	8
		(100%)	(71,42%)	(0%)	(28,57%)	
Specialization	3	10	8	2	0	8
6 <sup>th</sup> term		(100%)	(80%)	(20%)		
Arms/Corps						
7 <sup>th</sup> term	8+1 elective	24	18	2	4	8
Arms/ Corps		(100%)	(75%)	(8,33%)	(16,66%)	
7 <sup>th</sup> term Core	5 + 1 elective	16	12	0	4	8
		(100%)	(75%)	(0%)	(25%)	
Specialization 7 <sup>th</sup>	3	8	6	2	0	8
term Arms / Corps		(100%)	(75%)	(25%)	(0%)	
8 <sup>th</sup> term .Arms/	8+1 elective	24	19	0	5	8
Corps	+Dissertation	(100%)	(79,16%)	(0%)	(20,83%)	
8 <sup>th</sup> term Core	5+ 1 elective+	16	11	0	5	8
	Dissertation	(100%)	(68,75)	(0%)	(31,25%)	
Specialization	3	8	8	0	0	8
8 <sup>th</sup> term Arms/		(100%)	(100%)	(0%)	(0%)	
Corps						
,		l	<u> </u>	<u> </u>	l	

The following Table 8 draws on the previous Table 7 and shows the allocation of teaching hours per academic term (winter – spring).

Table 8: Allocation of teaching hours per academic term (Winter – Spring).

ALLOCATION (%) OF TEACHING HOURS PER ACADEMIC TERM (WINTER-SPRING)					
Winter term	Total of hours per week	Hours (Theory) per week	Hours (Labs) per week	Hours of courses in small groups (Foreign Languages/ Elective/ Dissertation)	Extra hours (afternoon) in athletic fields/ other athletics halls
1 <sup>st</sup> term	24	16	4	4	8
3 <sup>rd</sup> term	24	15	5	4	8
5 <sup>th</sup> term	24	18	2	4	8
7 <sup>th</sup> term	24	18	2	4	8
Total	96 hours	67 hours	13 hours	16 hours	32 hours
Winter term	(100%)	(69,79%)	(13,54%)	(16,66%)	
Spring term					
2 <sup>nd</sup> term	24	16	4	4	8
4 <sup>th</sup> term	24	14	6	4	8
6 <sup>th</sup> term	24	18	2	4	8
8 <sup>th</sup> term	24	19	0	5	8
Total	96 hours	67 hours	12 hours	17 hours	32 hours
Spring term	(100%)	(69,79%)	(12,50%)	(17,70%)	
Average		THEORY	LAB	SMALL GROUP	
Winter-Spring	100%	69,79%	12,49%	17,18%	

According to the aforementioned tables, during both academic terms (winterspring), on average, **69.79%** of the teaching hours are distributed in Theory (mainly lectures) while **17.18%** of the teaching hours are distributed in courses attended by small groups. Small groups usually participate in courses such as Foreign Languages, Elective Courses and final Dissertation. Athletic Applications (see above) is also taught to small groups and due to their afternoon sessions nature they are counted separately. Furthermore, **12,49%** of the teaching hours are distributed to Lab courses.

3.1.2.7. How is the course syllabus organized and co-ordinated between courses? Is there any overlapping of different courses? Are there any gaps within the course syllabus? Is the syllabus reasonably long? Is there a procedure for re-assessing, re-adjusting and updating the course syllabus?

In the assemblies of the Academic Divisions the syllabus of the courses is discussed and care is taken to avoid any overlapping, and to secure cohesion and interconnection between the courses. In cases of partial course overlap within the same Academic Division, the content of the course was revised. The syllabi, as it will be shown in the Section on the **Evaluation of Teaching** below (Chapter 4), are

constantly revised and upgraded by the instructors. The constant revision, upgrading and updating of the syllabi are secured by new coursebooks, by e-Notes written by members of staff, which are available on 'Moodle', and by an extensive bibliography.

At this point it must be noted that during the current academic year (2013-2014) the Ministry of Defence and the Ministry of Education collaborated for the supply of additional books through the system EUDOXOS. The instructors have already responded and they have submitted the books they have chosen from the book list of the system EUDOXUS (eudoxus.gr).

## 3.1.2.8. Is there a system of prerequisite courses? How functional is it? What percentage of courses belong to this system?

Almost all courses in the Undergraduate Studies Curriculum of the Hellenic Army Academy are required. Elective courses are offered only in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> terms, with one course per term. It has already been mentioned that the elective courses are offered in the form of sets of courses and the cadet who selects a specific set of elective courses in the 5<sup>th</sup> term is required to attend the courses in the same set during the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> terms. In regards with elective courses, there is a system of prerequisite courses, but this is a "pre-requirement" which is provided by the organization of the curriculum. This is true as far as all courses in the Curriculum are concerned.

Moreover, cadets must take a final exam of the courses and cannot transfer this obligation to the next examination period. Moreover, cadets cannot attend a course if they haven't passed the pre-required examination.

# 3.1.2.9. Are there any courses offered by other Divisions and how many courses are offerd by other syllabi in foreign languages?:

There is no provision for courses in other academic divisions and vice versa.

#### As regards the foreign languages taught:

The following foreign languages are taught:

- ➤ English: English Language (1-2-3-4 terms) and, as sets of elective courses (5-6-7-8 terms), military terminology, anglophone war literature, and communication skills public speaking
- ➤ French: French Language (1°-2°-3°-4 terms). The cadets who are holders of a certificate in English Language level C2 are obliged to attend the French Language courses.
- Greek Language is taught as a foregn language to foreign cadets in the 3<sup>rd</sup> and 4<sup>th</sup> terms
- Greek Language is taught as a foregn language to foreign cadets in a

foundation course, prior to their attendance of their first year of studies These courses are required and are included in the Undergraduate Studies Curriculum.

#### 3.1.3. How do you assess the examination system?

# 3.1.3.1. Multiple ways of cadet assessment: Are there, and to what extent, multiple (as regards type and time) ways of cadet assessment? And which in particular?

The assessment of cadets can be done through examinations — oral and written. The break-up of the cadet (100%) marking scheme for each course is as follows:

➤ Mid-term written test. Scale 0 -100.

Comprises of 25% of total grade.

Mid-term oral test. Scale 0 -100.

Comprises of 25% of total grade.

The instructors' views concerning the significance of the oral grades are shown in Table 9.

Final written exam of each term: Scale 0 -100.

Comprises of 50% of the total grade.

The average of the first two grades (mid-term oral and written) is added to the grade of the final written exam and the total is divided by two. This gives the final grade for the course.

Thus:

Another way of assessing cadets is written assignments. Some courses provide optional assignment writing, while other courses require oral presentation in class.

#### **Laboratory Courses and their contribution to the final grade:**

Laboratory courses combine theory with lab work, and cadets have different types of exercises (a) an experimental part (b) a written description of the overall experimental activities: approach, theory applied, experiment and measurements derived.

Table 9: Instructors' views on the expediency of Oral Grades in the Hellenic Army Academy.

### Instructors' views on the expediency of Oral Grades in the Hellenic Army Academy.

**The Instructors' answer to the Question**: Which are your views on the fact that the instructors must give cadets an oral grade? Do you think there is a good reason for such a grade, for the part it plays in the formation of the final grade etc?

<b>AGAINST</b>	the ora	l grade
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LECTURERS		
Tombros	History	There is no point in having such a grade and I believe it should
Nicholas		be abolished
Assistant		
Professors		
Kaymakamis	Mathematics	I believe it should be abolished. Anyone who is interested in
George		his studies will participate nevertheless the oral mark.
Tsimaras	Constitutional	I believe the oral grade should better be replaced by an
Constantine	Law	assignment grade or another educational activity of assessing the cadets' knowledge. The mid-term mark should remain
Non-tenured		
contract		
lecturers (PD		
407/80)		
Mavropoulos	Strategy	It is impossible to form a reliable view for each cadet in 13
Panagiotiss		sessions of 2 hours. So most of the times marking is specious
		and in some cases unfair. It is pointless and should be
		abolished. It creates undesirable results and makes the teacher's job difficult.
Malesis	History	Under certain circumstances –e.g. smaller number of cadets
Demetrios	Thistory	per class – it could be a positive element, but perhaps by
Demetrios		contributing less heavily to the final grade.
Vorvolakos	Physics	In my view considering the courses I teach the oral grade is
Angelow		pointless. In courses where cadets are required to write an
		assignment a certaingrade is needed (a third grade besides the
		mid-term grade and the final exam grade), but this grade can't be considered "oral". Moreover, the current break-up of the
		marking scheme is rather doubtful.
Gargalakos	Telecommunicat	With regards to the lab course I taught this year, I believe there
Michael	ion Systems	is a point in giving an oral grade because one can examine the
		cadets while they are working at the lab worktop. On the other
		hand, as I have also taught the theoretical part of this course, I
		cannot see any point in having an oral grade. The classes are
		overcrowded (50 cadets) and in 2-3 hours per week the
		instructor cannot form the right view in regards to the oral
		performance of the cadets. Consequently, cadets complain
		regularly about their oral grade and it is possible that certain

	<u> </u>	and the many has some and the first and the second
		cadets may be wrong. As far as I know, there are no oral grades
		in tertiary education oral grades. I suggest re-examination of
		the matter with regards to theoretical courses.
Karambela	Chemistry	The oral grade is an expression of a diverse educational process
Maria		which is very difficult to be applied in overcrowded classes.
		When it is merely a result of cadets' physical presence and
		behavior a quantitative, merit-based examining procedure. It
		may entail a degree of educational leniency, encouragement of
		efforts, or enhancement of the cadets' self-confidence.
		So, oral grades may not be adopted by the tertiary education,
		not because they have little merit, but because they cannot
		guarantee the desired objectivity or because they don't meet
		the objectivity standards required or because they are not
		deemed severe enough to meet the requirements laid down by
		the tertiary education.
		In other words, it all comes down to the instructor facing the
		risk of making a misleading subjective assessment which may
		be strongly questioned and making it necessary for him/her to
		apologise.
Kolovos	Chemistry	Oral grades have no place in a military university with classes of
Constantine	Chemistry	more than 10 cadets particularly when this practice is the
Constantine		
		result of the mere physical presence and behavior of the
		cadets without taking into account a quantitative, merit-based,
		transparent, and ,on equal terms for all, examining procedure
		(e.g. an assignment to research or resolve a matter, a wriiten
		assignment and its presentation with slides in class). Otherwise
		it is an old-fashioned relic of secondary education and it all
		boils down to the instructor running the risk of making a
		fallacious subjective assessment which may be strongly
		questioned and making it necessary for him/her to apologise.
Karanasiou	Computer	I believe that oral grades are not necessary.
Irene	Science	
Karapostolou	History/Battle	Oral grades are not necessary.
George	Analysis	
Ragies John	European	There's no point in having such grades
	Defence/Securit	
	y	
Manettas	Leadership and	I believe there's no point in having such grades . I think the mid-
Stephanos	Management	term grade and the final exam grade are enough
Makri Rodoula	Electronics	It is not easy to give an oral grade in theoretical courses that
Wakir Nododia	Licetromes	willreflect the performance of every student. We need to take
		into account that classes are overcrowded (every class of each
		year consists of 50 cadets). This particular course is combined
		with a lab course (depending on the weekly program
		allowance) and is divided in classes so that the syllabus can be
		taught to the best possible way in regards to theory and lab
		work. This means that we teach each class differently every
		week (theory and lab). This may lead to injustice because we cannot always have a clear picture of the oral performance of
		every student. Nevertheless, we also take into consideration
		every student, ivevertheless, we also take lifto consideration

		1
FOR the oral grad	le:	the performance of each student in the lab when giving an oral grade.  Considering the above, the proportion of the oral grade in the formation of the final grade is rather high. The oral grade would have some value if the number of cadets per class were less or if the teaching hours for the course per week were more. Therefore, in regards with the strictly theoretical courses the percentage of the oral grade is rather inflated. The oral grade is generally a characteristic of secondary education where there is closer contact with the students. As far as I know, universities don't use oral grades.  Therefore I suggest that we either lessen the percentage of the oral grade and increase the mid-term test or, in case we abolish the oral grade to replace it with an additional mid-term test.
Non-tenured		
contract		
lecturers (PD		
407/80)		
Varelis	Engineering	The oral grade helps all cadets to participate actively in every
Demetrios		weekly lecture so that those who are advanced can attain high
		grades (written and oral) and those who are not advanced (in
		written test) can improve their grade before the final exams.  On the contrary, the abolition of the oral grade would
		neutralize the active participation of the cadets resulting in
		intellectual laxity during the term and especially after the mid-
		term exam. The oral grade should be connected with the final
		exam so that it can be altered proportionately to the written grade of the final exams.
Mouzakis	Engineering	I believe the oral grade should remain, as is constitutes a
Dionysios		motivation for cadets to study.
Stamoulis	Engineering	The oral grade contributes to the cadets' active participation in
Constantine		the course, while it enables them to improve their exam
	<b>.</b>	grades.
Charalambidou	Physical	It reflects the personality of the cadets and , therefore, it is
Eugenia	Education	necessary.
Mahera Evangelia	French	Certainly, yes, especially when the oral grade concerns theoretical courses and in particular foreign languages. The oral
Lvaligella		grade is combined with the mid-term test and multiple tests
		which precede the mid-term test. For instance, before the mid-
		term test , the First-Year cadets were examined three times
		with a written test or written assignments. Consequently, the percentage of the oral grade does not greatly affect the final
		grade. On the contrary, it secures it.
Lykourina Anna	English	I believe the oral grade should retain the percentage it has
		which affects the final grade. In my opinion, it is important the
		participation and the effort of the cadets in class should be
		marked along with their comprehension of the material taught in class during the term.
Tsamboukos	Physical	I believe the oral grade is necessary in regards with the course
Anthony	Education	of Physical Education, so the cadets should make greater
		efforts and not try to avoid difficult exercises. However,

		instructors must be objective, so that the cadets who excel in athletics should not be evaluated unfairly.
Karamatsoukis Constantine	Operations Research/Games	In my opinion the oral grade that is given to the cadets is a significant factor, as it helps their active participation in class and contributes to their interaction with the instructor. I also think it constitutes the best percentage for the formation of the final grade as it is a subjective grade compared to the grades of written examination.
Triantafyllou	Scientific	Yes, there is a point in having it. It is more educational for the
Demetrios	Calculations	evaluated cadets not only by their performance in one written final test, but by their overall participation throughout the term.
Asimopoulos	Greek Language	The oral grade reflects the degree of active participation of
Panagiotis		students in the teaching process; it contributes to the
		enhancement of interactive learning and clarification of
		obscure data. Therefore, both its application and its
		contribution to the final grade are considered absolutely
		reasonable and necessary factors.
Saranti Vasiliki	Law	It is certainly necessary
Chaldoupis	English	In my view the oral grade is very important as it reflects the
Vassilios		active participation and the cadets behavior in class.
Avdikos Vasilis	Economics	The oral grade reflects the cadets' efforts in class to meet the course requirements. Therefore it rightly makes up 25% of the final grade
Kostis	Electronics	The oral grade is reasonable and necessary. In the course
Theodore		'Electronics' the oral grade is divided between theory and lab.
Syrmas Nicholas	Military Geography	I believe there is a good point in having an oral grade and it rightly has a high percentage in the formation of the final grade. We should also take into consideration the peculiar living conditions of the cadets during their four years of studies e.g. their way of living, their duties, and their physical tiredness play a decisive role in their performance in the final examinations. The factor of luck is minimized by the current mode of marking through which further distinctions are conferred to the small community of cadets, distinctions which are mainly related to military hierarchy.
Demopoulos	Physical	The oral grade in Physical Education aims at highlighting the
Christodoulos	Education/ Climbing	cadet's characteristics which are not apparent in the purely athletics side (ethos, consistency, discipline, enthusiasm). It is a 'bonus' in order to help some cadets. I believe the oral grade should remain, but the 50% percentage is rather high and in some cases the use of the oral grade may lead to injustice.
LECTURERS		
Paris Anastasia	Management	I agree that the cadets should be given an oral grade.
Divari Paraskevi	General Physics	I believe there is a point in having an oral grade since attendance is compulsory. Active participation of cadets in class is important and it should be rewarded accordingly. What should we do if a cadet performs badly in a mid-term test, but his participation in class is particularly significant? The oral grade helps the teacher to formulate the cadets' general grade.
Karamanoli	Military	Since class attendance is compulsory the oral grade certainly
Vasiliki	Psychology	makes sense. Otherwise, there would be no motivation for the cadets, in an environment where everything is compulsory, to participate actively in class. If conditions were generally less

		pressing it would make sense, since it would be combined with
		elective attendance.
ASSISTANT		
PROFESSORS		
Kyriakouli	Mathematics	I believe the oral grade is necessary because it motivates
Persephone		cadets to participate in class and learn better.
Spinoula Barbara	Greek Philology	It is only fair for cadets who show interest and participate in class to be rewarded. I admit oral marking has no place in tertiary education. I don't believe oral marking motivates cadets to participate in class. Those who are interested, show it anyway. I'd like to note this: There are other colleagues, like me, who teach during the whole term. This means the instructor meets a great number of cadets only for 1 or 2 hours per week. Personally I make every effort to get to know cadets so as not to evaluate them unjustly with the oral grade. Perhaps, it would be better if the oral grade did not play such a significant role in the overall marking.
Patrona Marianna	English	I believe this grade should remain as performance assessment in the Foreign Language, especially because this course has the peculiarity of assessing the cadets' oral communication skills in English. It is an overall impression among the cadets that the oral grade is used in order to enhance their average grades with the result that they expect high oral grades which, more often than not, do not reflect the actual performance of the cadets.
Michailidou Artemis	English	In my opinion it should remain, but I'd rather prefer there was a fixed scale flexibility (e.g. 20 points above or below the grade of the mid-term test) so that cases of negligence be avoided. Very often the cadets believe the instructor has an obligation to be generous with the oral grade and in this way they perform poorly, below their capabilities, in the written tests.
ASSOCIATE		
PROFESSORS		
Kaffes George	Sociology	Yes, certainly. It reflects the overall attitude, participation and behavior throughout the term while the mid-term test shows circumstancial performance and does not always correspond to reality.
Sophiou	French	When learning a foreign language oral skills are just as
Stamatia		important as writing. The cadets are trained in listening, comprehension and speaking.
Georginis	English	I agree an oral grade should be given. Particularly in foreign
Manos		languages, where we teach small groups it is easy to evaluate cadets individually.
Hatziolou	English	Oral grade is necessary because it assesses the cadets'
Elizabeth		participation in class.
TENURED		
TEACHING		
STAFF (EEDIP)		
Markou Mary	English	I believe in the necessity of the oral grade and it has rightly this percentage in the overall marking.
A1 1:	i	
Nanakis	Physical	I believe in the necessity of the oral grade and it has rightly this

Karamaroudis Physical	TO TRANSPORT TO A CONTRACT OF THE PROPERTY OF
A mint nella	Only if the instructor has the right idea about the student can the oral grade be the right tool of the educational process.
Aristotle education	
Romoudi English	The oral grade is important and necessary.
Stavroula	
Kazana Greek as a	As it is known, in tertiary education students are assessed
Evangelia Foreign	according to their performance in written exams. Of course
Language	the oral grade favours the cadets who may have been unlucky
	with their written test or they had difficulty in comprehending
	the taught material (mainly in case of foreigner students), and
Kanana Sandiah	thus they can manage better in oral examination.
Keramea English	The oral grade reflects the overall picture of every cadet in
Evangelia	class throughout the term (how much he participates in the teaching process, how much effort he makes, how interested
	he is, how hard he works etc.) so he is not assessed strictly by a
	written test. That's why in my opinion it should remain and it is
	particularly significant.
Volos Christos Electronics	· · ·
	involve lab work. In that case performance should certainly be
	assessed and the cadets' efforts in regards with the laboratory
	exercises should be rewarded. Therefore, the oral grade may
	and should remain for laboratory courses and with the
	percentage it currently has for the formation of the final grade.
Kontodimaki Swimming	I believe the oral grade is important before the final exams of
Vasiliki	the term because 1) Military Schools cannot disregard the
	compulsory attendance of the courses in the syllabus, unlike
	the philosophy of the other universities. Therefore, I consider
	assessment through oral grades important because it is an
	expression of this obligation on the part of the cadets. (2) Unfortunately, the educational system of Military Academies
	insists all cadets should graduate at the end of the 4 <sup>th</sup> academic
	year I consider very important detailed marking and
	presentation of the performance and participation of the
	future officers in the compulsory duties of training that will
	follow them in their future development (as a mentality and as
	an irrevocable obligation of duty according to the military
	dogma). Through the mode of assessment, the obligations, the
	requirements, the dogma, and the objective aims of education
	are shown.
Lazopoulos Emgineerii	
Tasos	cadets to study and participate in class.

# 3.1.3.2. How transparent is the process of assigning and examining the final year dissertation?

The Hellenic Military Academy has laid down the general criteria of assessment in the Regulations and Guide for Writing Dissertations (5/6/2012) (see next question) "For obvious reasons for absolute substantiation and transparency of the marking process, each member of the tripartite committee must fill in the relevant Assessment Form of Dissertations (Regulations and Guide for Writing Dissertations, p.60) The Regulations are available at moodle.sse.gr along with the Assessment Form and a dissertation model. The next table (Table 10) shows this particular form.

**Table 10: Assessment Form for Dissertations** 

	E OF ASSESSMENT AND COMMITTEE /	/		
NA	ME OF ASSESSED CADET	GRADE OF 1st MEMBER	GRADE OF 2 <sup>nd</sup> MEMBER	GRADE OF 3 <sup>rd</sup>
	ORIGINALITY IN THE CHOICE OF SUBJECT	/130	/130	/130
1	Originality of subject	/30	/30	/30
2	Clear and concise title	/30	/30	/30
3	Emergence of original questions about the planning of dissertation	/30	/30	/30
4	Theoretical Efficiency / value for Service	/40	/40	/40
	DEVELOPMENT OF THE SUBJECT	/410	/410	/410
	ANALYSIS	/110	/110	/110
5	Methodology of the Analysis/ use of outline, structuring	/50	/50	/50
5	Sufficient Analysis/ sufficient content	/30	/30	/30
7	Clarity-precision in conclusions deduction	/30	/30	/30
	SYNTHESIS	/300	/300	/300
3	Originality-clarity of central idea	/40	/40	/40
9	Focusing on the problem/on the themes of the work	/30	/30	/30
0	Methods used	/30	/30	/30
1	Investigation of new synthetic methods	/40	/40	/40
2	Making use of facts or / and ratiocination	/30	/30	/30
3	Reaching useful and substantiated conclusions	/6o	/60	/60
4	Ability-proper connection of the analytical approach with the synthetic process	/30	/30	/30
15	Consistency-relevance of the central idea to the planned outcome	/40	/40	/40
	PREPARATION OF THE DISSERTATION	/300	/300	/300
	STRUCTURE OF THE DISSERTATION	/180	/180	/180
6	Introductory unit	/30	/30	/30
7	Organisation in chapters	/30	/30	/30
8	Arrangement of the material	/30	/30	/30
9	Paragraphing	/30	/30	/30
0	Use of sources (bibliography)	/30	/30	/30
1	Editing and appearance	/30	/30	/30
	USE OF LANGUAGE	/120	/120	/120

22	Coherence	/30	/30	/30
23	Expressive skills	/30	/30	/30
24	Scientific writing	/30	/30	/30
25	Orthography	/30	/30	/30
	PRESENTATION OF DISSERTATION	/160	/160	/160
26	Organisationof presentation	/30	/30	/30
27	Organisation of speech	/30	/30	/30
28	Visual aids	/30	/30	/30
29	Aesthetic outcome	/30	/30	/30
30	Communicative effectiveness of planning and oral presentation of Dissertation/ Attainment	/40	/40	/40
	TOTAL GRADE:	· · · · · · · · · · · · · · · · · · ·		
	AVERAGE!	•	•	

Table 11 below shows Dissertations for the academic year 2013-2014.

The table shows:

- 1. The names of the IV year cadets
- 2. The titles of Dissertations submitted
- 3. The names of tutors
- 4. The names of the members of Assessment Commitees
- 5. The dates on which they were presented

Table 11: The Dissertation written in the academic year 2013-2014

A/A	A/A	RANK	NAMES OF CADETS	TITLE OF DISSERTATION	TUTOR
	'		DISSERTATIONS	OF THE FIRST DIVISION	
	1	EIV	KABOURIDIS	KURDISH PEOPLE IN M. ASIA AND	PANOMITROS
1	2	EIV	PROVIAS	THEIR RELATIONS WITH HELLENISM	DEMETRIOS
	3	EIV	MAZARAKIS	THEIR RELATIONS WITH HELEKNISWI	DEIVIETRIOS
	4	EIV	STARRAS EMMANUEL		PANOMITROS
2	5	EIV	MANOU PANAGIOTIS	HANNIBAL: A PORTRAIT	DEMETRIOS
	6	EIV	MOTSAKOS IOANNIS		DEIVIETRIOS
3	7	EIV	PETROPOULAKIS ALEXANDROS	THE EXPANSION OF THE III REICH AND THE BRITISH EMPIRE AT THE BREAKING POINT	PANOMITROS DEMETRIOS
	8	EIV	KARPETIS IOANNIS	BREAKING POINT	
	9	EIV	STARTSOS GERASIMOS		
4	10	EIV	SPYRIDIS GEORGIOS	THE STRATEGY OF ATHENS AND SPARTA IN THE PELOPONESIAN	PANOMITROS
	11	EIV	PAPADOPOULOS IOANNIS	WAR	DEMETRIOS
5	12	EIV	STIROS	III GREEK MOUNTAIN BRIGADE	LIEUTENANT GENERAL (RETIRED)
	13	EIV	APIDOPOULOS	RIMINI	MR.KARAPOSTOLOU
	14	EIV	SAPLAMIDIS	THE BATTLE OF INONOU	LIEUTENANT
6	15	EIV	KALAITZIDIS		GENERAL (RETIRED) MR.KARAPOSTOLOU
	16	EIV	PORTOGLIS	THE BATTLE FROM SARANTAPORO	LIEUTENANT
7	17	EIV	SOTIRIOU		GENERAL (RETIRED)
	18	EIV	DELIYIANNIS	TO THESSALONIKI	MR.KARAPOSTOLOU
	19	EIV	LAMBOUEAS		LIEUTENANT
8	20	EIV	TSALAVOUTAS	THE BATTLE OF TANNENBERG	GENERAL (RETIRED)
-	21	EIV	TACHOS		MR.KARAPOSTOLOU
	22	EIV	MICHAEL ODYSSEAS		LIEUTENANT
9	23	EIV	IAKOVOU EVDOKIA	THE PARTICIPATION OF CYPRUS IN	GENERAL (RETIRED)
-	24	EIV	DIMITRIOU IOANNIS	THE II WORLD WAR	MR.KARAPOSTOLOU
	25	EIV	APOSTOLIDIS GEORGIOS		LIEUTENANT
10	26	EIV	VASILAKIS GEORGIOS	THE QUESTION OF THE NORTHERN EPIRUS	GENERAL (RETIRED)
	27	EIV	FERTAKIS NICHOLAOS		MR.KARAPOSTOLOU
	28	EIV	KRITSOTAKIS NICHOLAOS		LIEUTENANT
		EIV	PAPOUTSIS VASILIOS	SECOND BALKAN WAR	GENERAL (RETIRED)
11	29	LIV		1	, ,
11	29 30	EIV	KARANTHINOS GEORGIOS		MR.KARAPOSTOLOU

	1 1		ALOUTZANIDIS	STRUGGLE FOR MACEDONIA IN THE	GENERAL (RETIRED)
	32	EIV	CHRYSOSTOMOS	3 <sup>RD</sup> PERIOD UNTIL THE YOUNG	MR.KARAPOSTOLOU
	33	EIV	KAFETZIS LAMBROS	TURK COUP	
	34	EIV	KAKARAS DEMETRIOS		LIEUTENANT
13	35	EIV	GIANNOPOULOS	2/39 ΣΠ	GENERAL (RETIRED)
13	36	EIV	KARAMOUZAS	1	MR.KARAPOSTOLOU
	37	EIV	DOUNAMALIAN	THE ADMENHANCENICCIDE AND	LIEUTENANT
14	38	EIV	KARAPETIAN	THE ARMENIAN GENOCIDE AND THE DIASPORA	GENERAL (RETIRED) MR.KARAPOSTOLOU
15	39	EIV	SAGIAS	THE BATTLE OF KURSK	LIEUTENANT GENERAL (RETIRED) MR.KARAPOSTOLOU
	40	EIV	NAALIACIANI		
16	41	EIV	- MAHASIAN	THE ARMENIAN PEOPLE IN THE	KANELLOPOULOS
16	42	EIV	GENOKIAN	BYZANTINE EMPIRE	NICHOLAS
	43	EIV	OHANTZANIAN		
	44	EIV	MALOUMIDIS PAVLOS		
17	45	EIV	TOZANIS EMMANUEL	THE SIEGE OF CONSTANTINOPLE	KANELLOPOULOS
1/	46	EIV	EVANGELAKIS ANTONIOS	(Plans-Operations)	NICHOLAS
	47	EIV	PAPADOLIAS DEMETRIOS		
10	48	EIV	SIGIARITS	THE CATASTROPHE AT SMYRNA	VIDALI ANNA MARIA
18	49	EIV	FILIPPIDIS	THE CATASTROPHE AT SWITKINA	VIDALI ANNA-MARIA
4.0	50	EIV	STEPHANIDIS A	THE GREEKS OF PONTUS IN THE	VIDALI ANNA
19	51	EIV	CHRISTOU P	20 <sup>TH</sup> CENTURY –PERSECUTIONS	MARIA
	52	EIV	STAVROU E	THE BRITISH RULE IN CYPRUS AND	TOMBROS
20	53	EIV	GIORKAS G	THE EOKA STRUGGLE	NICHOLAS
	54	EIV	KOUPPAS A	1	
	55	EIV	FLORAS GEORGIOS	THE ARMENIAN QUESTION -	TOMBROS
21	56	EIV	DIMITRIOU K	ARMENIAN REFUGEES IN GREECE	TOMBROS
	57	EIV	KONSTANTINOU	(1914-1940)	NICHOLAS
22	58	EIV	PAPADOPOULOS KONSTANTINOS	SAINT JOHN VATATZES HISTORICAL FACTS AND EVENTS IN HIS	TOMBROS NICHOLAS
	59	EIV		SYNAXARION	
	60	EIV	SIDIROPOULOS		MALESIS
23	61	EIV	HOURIDIS	NIKETARAS	DEMETRIOS
	62	EIV	HATZIANTONIS		
24	63	EIV	VAMVAKAS	THE ASIA MINOR EXPEDITION	MALESIS
	64	EIV	PAPANASTASIS		DEMETRIOS
25	65	EIV	KEHAGIAS DEMETRIOS	THE COUP OF THE MILITARY LEAGE 1909	MALESIS DEMETRIOS
26	66	EIV	GOUVRAS DEMETRIOS	THE POLITICAL ECONOMIC  DIMENSION OF ENERGY  RESOURCES	AREF ALONBED – ARTAVANI NANA
	67	EIV	MOSKOFIS GEORGIOS	THE CASE OF TURKEY	ANTAVAINI IVAIVA
-	68	EIV	KONSOULAS		MELENGIA
27	69	EIV	BOUZELOS	THE KURDISH QUESTION	MELEAS IOANNIS
	70	EIV	KRITIKOPOULOS		
28	71 72	EIV	TSIOTSIKAS DEMETRIOS  PLESSAS DIONYSIOS	WATER RESOURCES: ECONOMIC AND OPERATIONAL IMPORTANCE – RAMIFICATIONS ON	MELEAS IOANNIS
		,•	. 1233,13 213,113133	INTERNATIONAL RELATIONS	

75 EIV PAPPAS M MILITARY AND DIPLOMATIC ACTIVITY OF USA IN THE VIETNAM WAR  76 EIV STASINOPOULOS I THE SOCIAL PHENOMENON OF "ARAB SPRING" AND ITS GEORGE THE SOCIAL PHENOMENON OF "ARAB SPRING" AND ITS GEOPOLITICAL IMPORTANCE FOR GRECE AND CYPRUS  32 81 EIV ANTONIOU 82 EIV MYLONAS  33 83 EIV KAPELAKIS  34 84 EIV ATHANASIOU VASILIOS 85 EIV PAGANIS NICHOLAOS  35 86 EIV PAGANIS NICHOLAOS  36 88 EIV HALKIDOU ANASTASIA 27 EIV KARELAS IOANNIS 28 EIV KARELAS IOANNIS 29 EIV BOLIANTIS DEMETRIOS 89 EIV KAZANTZAKIS GEORGIOS  37 90 EIV LIAKAKOU 37 91 EIV GOUGOUDIS 38 91 EIV PAPPAS V 90 EIV LIAKAKOU 39 95 EIV PAPPAS V 90 EIV KARAMOUDAS  39 95 EIV KARAMOUDAS  MILITARY AND DIPLOMATIC ACTIVITY OF USA IN THE VIETNAM MELEAS IOANNIS ACTIVITY OF USA IN THE VIETNAM MELEAS IOANNIS CONSTANTINE  THE BOOCIAL IMPORTANCE FOR GRECE AND CYPRUS  SPYRIDOULA DANI KATOUNTA SYLVIA  KATOUNTA SYLVIA  COMPARATIVE APPROACH OF ATHENS - SPARTA  COMPARATIVE APPROACH OF ATHENS - SPARTA  KATOUNTA SYLVIA  COMPARATIVE APPROACH OF ATHENS - SPARTA  COMPARATIVE APPROACH OF ATHENS - SPARTA  KATOUNTA SYLVIA  COMPARATIVE APPROACH OF ATHENS - SPARTA  COMPARATIVE APPROACH OF ATHEN	29	73	EIV	HALVATZIS R	GREEK TURKISH RELATIONS (THE	AREF ALONBED – KOUKOUDAKIS	
The place of woman in ancient greece and cyprus		74	EIV	SKARPATHIOTAKIS	EUROPEAN VOCATION OF TURKEY)	GEORGE	
76    EIV	20	75	EIV	PAPPAS M		MELEACIOANINIC	
The particle of the particle	30	76	EIV	STASINOPOULOS I		IVIELEAS IOANNIS	
79    EIV		77	EIV	DEMETROPOULOS			
RO	31	78	EIV	EVSTATHIOU			
SU   SIMILAS		79	EIV	PATENIATZIS		CONSTANTINE	
32   82   EIV   MYLONAS   PSYCHOLOGY AND VIOLENCE   SPYRIDOULA DANI		80	EIV	SIMITZIS	GREECE AND CYPRUS		
S2   EIV   MYLONAS   ALEXANDER OF MACEDON: "HE WHO IS LIKE NO OTHER MORTAL"   KATOUNTA SYLVIA	22	81	EIV	ANTONIOU	DSVCHOLOGY AND VIOLENCE	SDADIDOTH V DVM	
33   83   EIV   KAPELAKIS   WHO IS LIKE NO OTHER MORTAL"   KATOUNTA SYLVIA	32	82	EIV	MYLONAS	PSTCHOLOGY AND VIOLENCE	SPINIDOULA DANI	
SECONDARY SELVEN   PAGANIS NICHOLAOS   PAVLOS MELAS   KATOUNTA SYLVIA	33	83	EIV	KAPELAKIS		KATOUNTA SYLVIA	
SE   EIV   PAGANIS NICHOLAOS   EIV   HALKIDOU ANASTASIA   THE BEGINNINGS OF WESTERN   CIVILISATION   KATOUNTA SYLVIA	2.4	84	EIV	ATHANASIOU VASILIOS	DAN (1 OC 145) 4 C		
SE   V	34	85	EIV	PAGANIS NICHOLAOS	PAVLOS MELAS	KATOUNTA SYLVIA	
ST   EIV   KARELAS IOANNIS   COMPARATIVE APPROACH OF ATHENS - SPARTA   KATOUNTA SYLVIA	35	0.0	EIV	HALKIDOU ANACTACIA	THE BEGINNINGS OF WESTERN	KATOLINITA CVIVIA	
SECTION   SECT	35	86	EIV	HALKIDOU ANASTASIA	CIVILISATION	KATOUNTA SYLVIA	
SATHENS - SPARTA   SATOUNTA SYLVIA		87	EIV	KARELAS IOANNIS	COMMON ATILITY ADDROGACILION		
SP   EIV   KAZANTZAKIS GEORGIOS   90   EIV   LIAKAKOU   191   EIV   GOUGOUDIS   GREECE   MATOUNTA SYLVIA   192   EIV   PAPPAS V   93   EIV   PAPVALIS   THE FOUNDERS OF MODERN   GREECE, RIGAS, KOLOKOTRONIS, KARAISKAKIS   195   EIV   APOSTOLOPOULOS   KARAISKAKIS   MASTASIOS   PHILIP II OF MACEDON   KATOUNTA SYLVIA   199   EIV   THEOTIKOS TH   21 TO EIV   MARKOU ZOE   101   EIV   MARKOU ZOE   MISSILES IN THE 21 TO ENTURYH   CONSTANTINE   103   EIV   DIONYSIOU   GEOSTRATEGY IN THE AEGEAN   GRIVAS CONSTANTINE   105   EIV   ASLIDIS TELEMACHOS   THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE   MATZIOLOU   EIV MITSKOVITS M   AMERICAN WAR IN HEMINGWAY'S   HATZIOLOU   EIV ADEAD TO THE AEGEAN   CONSTANTINE	36	88	EIV	DOLIANITIS DEMETRIOS		KATOUNTA SYLVIA	
STATE   STAT		89	EIV	KAZANTZAKIS GEORGIOS	ATHENS - SPARTA		
91 EIV GOUGOUDIS  92 EIV PAPPAS V  93 EIV PAVLIS  94 EIV KOUTSOMITIS  95 EIV APOSTOLOPOULOS  40 97 EIV APOSTOLOPOULOS  98 EIV THEOTIKOS TH  20 EIV MARKOU ZOE  100 EIV MARKOU ZOE  101 EIV KOUKOUTEGOS STERGIOS  102 EIV ALAFOGIANNIS 103 EIV IOANNOU 104 EIV DIONYSIOU  43 105 EIV ASLIDIS TELEMACHOS  106 EIV KASTANIOULIS  107 EIV KASTANIOULIS  108 EIV THEOTIKOS TH  40 109 EIV MARKOU ZOE  101 EIV KOUKOUTEGOS STERGIOS  102 EIV BANAGIOTIS  103 EIV IOANNOU 104 EIV BOONNOU 105 EIV ASLIDIS TELEMACHOS  106 EIV KANTSIOULIS  107 EIV MITSKOVITS M  108 AMERICAN WAR IN HEMINGWAY'S  107 EIV MITSKOVITS M  108 AMERICAN WAR IN HEMINGWAY'S  108 EICTION  109 EICTION  100 EIV MITSKOVITS M  100 EIV MACCOUNT ACCOUNT ACC	27	90	EIV	LIAKAKOU	THE PLACE OF WOMEN IN ANCIENT	KATOLINITA CVILVIA	
38   93   EIV   PAVLIS   94   EIV   KOUTSOMITIS   GREECE, RIGAS, KOLOKOTRONIS, KARAISKAKIS   RATOUNTA SYLVIA     39   95   EIV   APOSTOLOPOULOS   KARAISKAKIS   RATOUNTA SYLVIA     40   97   EIV   KARAMOUDAS   ANASTASIOS   PHILIP II OF MACEDON   KATOUNTA SYLVIA     41   98   EIV   THEOTIKOS TH   ZAHARIOUDAKIS   NICHOLAOS   GEOSTRATEGY OF BALLISTIC   GRIVAS   CONSTANTINE     41   100   EIV   MARKOU ZOE   MISSILES IN THE 21 <sup>ST</sup> CENTURYH   CONSTANTINE     42   101   EIV   KOUKOUTEGOS STERGIOS   THE GEOSTRATEGIC ROLE OF   TURKEY IN ITS NEIGHBOURING   ENVIRONMENT   CONSTANTINE     43   103   EIV   IOANNOU   GEOSTRATEGY IN THE AEGEAN   CONSTANTINE     44   105   EIV   ASLIDIS TELEMACHOS   THE BIRTH, DEVELOPMENT AND   TACTICAL USE OF ARMED VEHICLE   KASTANIS ANDREAS     45   107   EIV   MITSKOVITS M   AMERICAN WAR IN HEMINGWAY'S   HATZIOLOU   ELIZABETH	37	91	EIV	GOUGOUDIS	GREECE	KATOUNTA SYLVIA	
38		92	EIV	PAPPAS V	1		
94   EIV   KOUTSOMITIS   GREECE, RIGAS, KOLOKOTRONIS, KAROUNTA SYLVIA     95   EIV   APOSTOLOPOULOS   KARAISKAKIS     96   EIV   KARAMOUDAS   ANASTASIOS   PHILIP II OF MACEDON   KATOUNTA SYLVIA     97   EIV   KARAMOUDAS   ANASTASIOS   PHILIP II OF MACEDON   KATOUNTA SYLVIA     98   EIV   THEOTIKOS TH   ZAHARIOUDAKIS   NICHOLAOS   GEOSTRATEGY OF BALLISTIC   GRIVAS   CONSTANTINE     100   EIV   MARKOU ZOE   MISSILES IN THE 21 <sup>ST</sup> CENTURYH   CONSTANTINE     101   EIV   KOUKOUTEGOS STERGIOS   THE GEOSTRATEGIC ROLE OF TURKEY IN ITS NEIGHBOURING   ENVIRONMENT   CONSTANTINE     102   EIV   ALAFOGIANNIS   ENVIRONMENT   GRIVAS   CONSTANTINE     103   EIV   IOANNOU   GEOSTRATEGY IN THE AEGEAN   CONSTANTINE     104   EIV   DIONYSIOU   THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE   KASTANIS ANDREAS     106   EIV   KANTSIOULIS   TACTICAL USE OF ARMED VEHICLE   ELIZABETH     107   EIV   MITSKOVITS M   AMERICAN WAR IN HEMINGWAY'S   HATZIOLOU   ELIZABETH     107   EIV   MITSKOVITS M   AMERICAN WAR IN HEMINGWAY'S   ELIZABETH	20	93	EIV	PAVLIS	THE FOLINDERS OF MODERN		
95   EIV   APOSTOLOPOULOS   KARAISKAKIS     96   EIV	36	94	EIV	KOUTSOMITIS		KATOLINTA SVLVIA	
96 EIV KARAMOUDAS ANASTASIOS PHILIP II OF MACEDON KATOUNTA SYLVIA  98 EIV THEOTIKOS TH  99 EIV ZAHARIOUDAKIS NICHOLAOS GEOSTRATEGY OF BALLISTIC GRIVAS 100 EIV MARKOU ZOE MISSILES IN THE 21 <sup>ST</sup> CENTURYH  101 EIV KOUKOUTEGOS STERGIOS THE GEOSTRATEGIC ROLE OF TURKEY IN ITS NEIGHBOURING ENVIRONMENT  102 EIV PANAGIOTIS ENVIRONMENT  103 EIV IOANNOU GEOSTRATEGY IN THE AEGEAN CONSTANTINE  105 EIV ASLIDIS TELEMACHOS 106 EIV KANTSIOULIS THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE  107 EIV MITSKOVITS M AMERICAN WAR IN HEMINGWAY'S HATZIOLOU	20	95	EIV	ADOSTOLODOLILOS	, , , , , , , , , , , , , , , , , , ,	KATOUNTA STEVIA	
40 97 EIV ANASTASIOS PHILIP ii OF MACEDON KATOUNTA SYLVIA  98 EIV THEOTIKOS TH  99 EIV ZAHARIOUDAKIS NICHOLAOS GEOSTRATEGY OF BALLISTIC MISSILES IN THE 21 <sup>ST</sup> CENTURYH  100 EIV MARKOU ZOE MISSILES IN THE 21 <sup>ST</sup> CENTURYH  42 101 EIV KOUKOUTEGOS STERGIOS THE GEOSTRATEGIC ROLE OF TURKEY IN ITS NEIGHBOURING ENVIRONMENT  43 103 EIV IOANNOU GEOSTRATEGY IN THE AEGEAN CONSTANTINE  44 105 EIV ASLIDIS TELEMACHOS THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE  45 107 EIV MITSKOVITS M AMERICAN WAR IN HEMINGWAY'S HATZIOLOU	39	96	EIV	Arostoloroolos	10 110 11310 11113		
41 99 EIV ZAHARIOUDAKIS NICHOLAOS GEOSTRATEGY OF BALLISTIC 100 EIV MARKOU ZOE  101 EIV KOUKOUTEGOS STERGIOS 102 EIV ALAFOGIANNIS 103 EIV IOANNOU 104 EIV DIONYSIOU  105 EIV ASLIDIS TELEMACHOS 106 EIV KANTSIOULIS  107 EIV MITSKOVITS M  GEOSTRATEGY OF BALLISTIC MISSILES IN THE 21 <sup>ST</sup> CENTURYH  THE GEOSTRATEGIC ROLE OF TURKEY IN ITS NEIGHBOURING ENVIRONMENT  GEOSTRATEGY IN THE AEGEAN CONSTANTINE  THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE  AMERICAN WAR IN HEMINGWAY'S ELIZABETH	40	97	EIV		PHILIP II OF MACEDON	KATOUNTA SYLVIA	
41 99 EIV NICHOLAOS GEOSTRATEGY OF BALLISTIC MISSILES IN THE 21 <sup>ST</sup> CENTURYH  42 101 EIV KOUKOUTEGOS STERGIOS THE GEOSTRATEGIC ROLE OF TURKEY IN ITS NEIGHBOURING ENVIRONMENT  43 103 EIV IOANNOU GEOSTRATEGY IN THE AEGEAN CONSTANTINE  44 105 EIV ASLIDIS TELEMACHOS THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE  45 107 EIV MITSKOVITS M AMERICAN WAR IN HEMINGWAY'S HATZIOLOU		98	EIV	THEOTIKOS TH			
100    EIV		gg	FIV	ZAHARIOUDAKIS			
100 EIV MARKOU ZOE  101 EIV KOUKOUTEGOS STERGIOS THE GEOSTRATEGIC ROLE OF 102 EIV ALAFOGIANNIS PANAGIOTIS ENVIRONMENT  103 EIV IOANNOU 104 EIV DIONYSIOU  105 EIV ASLIDIS TELEMACHOS 106 EIV KANTSIOULIS  107 EIV MITSKOVITS M  108 ALAFOGIANNIS TURKEY IN ITS NEIGHBOURING ENVIRONMENT  GRIVAS CONSTANTINE  GRIVAS CONSTANTINE  GRIVAS CONSTANTINE  THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE  AMERICAN WAR IN HEMINGWAY'S HATZIOLOU  ELIZABETH	41	33	LIV	NICHOLAOS			
42 102 EIV ALAFOGIANNIS PANAGIOTIS TURKEY IN ITS NEIGHBOURING ENVIRONMENT  43 103 EIV IOANNOU GEOSTRATEGY IN THE AEGEAN CONSTANTINE  44 105 EIV ASLIDIS TELEMACHOS THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE  45 107 EIV MITSKOVITS M AMERICAN WAR IN HEMINGWAY'S HATZIOLOU		100	EIV	MARKOU ZOE	MISSILES IN THE 21° CENTURYH	CONSTANTINE	
102 EIV ALAFOGIANNIS PANAGIOTIS TURKEY IN ITS NEIGHBOURING ENVIRONMENT  103 EIV IOANNOU 104 EIV DIONYSIOU  105 EIV ASLIDIS TELEMACHOS 106 EIV KANTSIOULIS  107 EIV MITSKOVITS M  AMERICAN WAR IN HEMINGWAY'S EIVARETH		101	EIV			GRIVAS	
43 103 EIV IOANNOU 104 EIV DIONYSIOU  105 EIV ASLIDIS TELEMACHOS 106 EIV KANTSIOULIS  107 EIV MITSKOVITS M  ENVIRONMENT GEOSTRATEGY IN THE AEGEAN CONSTANTINE THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE  AMERICAN WAR IN HEMINGWAY'S ELIZABETH	42	102	EIV				
104 EIV DIONYSIOU  105 EIV ASLIDIS TELEMACHOS 106 EIV KANTSIOULIS  107 EIV MITSKOVITS M  THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE  AMERICAN WAR IN HEMINGWAY'S  ELIZABETH					ENVIRONMENT		
105 EIV ASLIDIS TELEMACHOS 106 EIV KANTSIOULIS THE BIRTH, DEVELOPMENT AND TACTICAL USE OF ARMED VEHICLE  107 EIV MITSKOVITS M AMERICAN WAR IN HEMINGWAY'S ELIZABETH	43				GEOSTRATEGY IN THE AEGEAN		
106 EIV KANTSIOULIS TACTICAL USE OF ARMED VEHICLE  107 EIV MITSKOVITS M AMERICAN WAR IN HEMINGWAY'S HATZIOLOU  ELIZABETH						CONSTANTINE	
106 EIV KANTSIOULIS TACTICAL USE OF ARMED VEHICLE  107 EIV MITSKOVITS M AMERICAN WAR IN HEMINGWAY'S HATZIOLOU  ELIZABETH	11	105	EIV	ASLIDIS TELEMACHOS	THE BIRTH, DEVELOPMENT AND	KASTANIS ANIDDEAS	
45 FICTION FLIZABETH	44	106	EIV	KANTSIOULIS	TACTICAL USE OF ARMED VEHICLE	RASTANIS ANDREAS	
ELCTION ELIZADETH	45	107	EIV	MITSKOVITS M	AMERICAN WAR IN HEMINGWAY'S	HATZIOLOU	
	+5	108	EIV	ΚΟΝΣΤΑΝΤΙΝΟU Α	FICTION	ELIZABETH	
109 EIV VRAHIOLIAS MATHEOS		109	EIV	VRAHIOLIAS MATHEOS			
110 EIV MEGRAPIAN MICHIGAN VOCABULARY PRACTICE GEORGINIS	46	110	EIV	MEGRAPIAN	MICHIGAN VOCABULARY PRACTICE	GEORGINIS	
111 EIV DANDARAS TEST EMMANUEL	46				1	ENANAANILIEI	
112 EIV MITROUSIS		111	EIV	DANDARAS	TEST	EIVIIVIANUEL	

47	113	EIV	DIMITRIADIS CHRISTOFOROS	THE ROLE OF MILITARY PREMISES IN THE PROCESS OF URBAN	ARTAVANI MARIA-	
47	114	EIV	DIAVOLITSIS	RENEWAL. THE CASE OF THE ARMY PARKLAND	ATHINA	
	115	EIV	PARISIS GEORGIOS			
	116	EIV	PAPAVASILOPOULOS	GREEK ECONOMY DURING BALKAN	ARTAVANI MARIA-	
48	110	EIV	VASILIOS	AND WORLD WARS	ATHINA	
	117	EIV	DEDOPOULOS	AND WORLD WARS		
			CHARALAMBOS			
40	118	EIV	VOLIKAKIS JOHN	THE INSTITUTION OF TECHNOPOLIS	ARTAVANI MARIA-	
49	119	EIV	GALANIS CONSTSNTINE	AND ITS APPLICATION IN GREECE IN THE CASE OF DEFENCE BUDGET	ATHINA	
50	120	EIV	HATZIMITROU EFSTATHIOS	THE BANKING SYSTEM AND NATIONAL ECONOMIES: THE CASE	ARTAVANI MARIA- ATHINA	
	121	EIV	SARAFIDIS IOANNIS	OF GREECE		
	122	EIV	HOUTESIOTIS			
51	123	EIV	TRIKATSOULAS	INNOVATION AND ENTERPRISE	AVDIKOS VASILIOS	
	124	EIV	NASTOULIS			
52	125	EIV	NAOFAL OSAMA	ANALYSIS OF SYRIA	ANASTASIA PARIS	
	126	EIV	MAZID ALHAYR			
53	127	EIV	GOUDA	SUN TZU IN MANAGMENT	ANASTASIA PARIS	
	128	EIV	MARTNEOU			
54	129	EIV	ASVESTOPOULOS ANASTASIOS	MANAGEMENT OF TOTAL QUALITY IN THE ARMY	ANASTASIA PARIS	
55	130	EIV	KONSTANTELOS CHRISTOS	THE IMF AND ITS STANCE IN THE GREEK LOAN	A ANASTASIA PARIS	
56	131	EIV	DOUMANAS DEMETRIOS	THE IMF IN THE CONTEMPORARY ECONOMIC ENVIRONMENT -	ANASTASIA PARIS	
	132	EIV	PSARRA MARIS	COMPARISON OF ECONOMIC COUNTRIES WHO RESORTED TO IT		
	133	EIV	PESIRIDOU E			
57	134	EIV	HATZAKI M	THE ECONOMIC CRISIS IN GREECE	ANASTASIA PARIS	
	135	EIV	ZAVANTIS			
58	136	EIV	SARANTAKOS D	THE STATE OF ECONOMY AND OF THE ARMED FORCES	ANASTASIA PARIS	
59	137	EIV	DEDES PANAGIOTIS	EXCLUSIVE ECONOMIC ZONE AND	ANIASTACIA DADIC	
39	138	EIV	VARVAKI MARIA	ECONOMIC DEVELOPMENT	ANASTASIA PARIS	
CO	139	EIV	STATHOPOULOS MANOUSOS	MANIACEMENT AND THE ADMY	ANIACTACIA DADIC	
60	140	EIV	GANOTIS MARIOS- THEODOROS	MANAGEMENT AND THE ARMY	ANASTASIA PARIS	
<b>C</b> 1	141	EIV	DRAKOPOULOS ATHANASIOS	THE UNEXPLOITED MINERAL	ANIACTACIA DADIC	
61		t	LAPPAS ANDREAS	RESOURCES OF GREECE	ANASTASIA PARIS	
	142	EIV	LAI I AS ANDIKLAS			
	142 143	EIV	GEORGIOU KONSTANTINOS	-		
62				THE CRISIS IN ISRAELI ECONOMY	ANASTASIA PARIS	

	146	EIV	MICHAELIDOU HEL	MARKET IN THE MIDDLE EAST			
	147	EIV	KOUNOUKLAS PANAGIOTIS				
63	148	EIV	KRATIMENOS P	SHIPPING AND ECONOMY	ANASTASIA PARIS		
	149	EIV	MARGARITIS CH				
	150	EIV	DEMETRAKOPOULOS D				
64	151	EIV	VASKANTIRAS	STRATEGIC LOGISTICS	ANASTASIA PARIS		
	152	EIV	RESOULAY M	SHIPPING AND THE IMPACT ON			
65	153	EIV	PAPAVASILIOU V	ECONOMY	ANASTASIA PARIS		
66	154	EIV	PAPAGEORGIOU	REMUNERATION POLICY	ANASTASIA PARIS		
67	155	EIV	VASILIOU PANTELIS	THE RAMIFICATIONS OF FINANCIAL CRIMES IN CONTEMPORARY ECONOMIES	ANASTASIA PARIS		
68	156	EIV	ZACHOS KONSTANTINOS	EXPLOITATION OF NATURAL RESOURCES IN GREECE	ANASTASIA PARIS		
60	157	EIV/	CAARIANI COLIDENI	HISTORY OF GREEK-ARMENIAN	KANELLOPOULOS		
69	157	EIV	SAAKIAN SOUREN	ALLIANCE AND CO-OPERATION	NICHOLAS		
			DISSERTATION	S OF SECOND DIVISION			
A/A	A/A	RANK	NAMES OF CADETS	TITLE OF DISSERTATION	TUTOR		
	1	EIV	KOURTIDIS G	NANOTECHNOLOGY DEVICES AS			
1	2	EIV	TOUNAS K	TOOLS FOR THE DETECTION AND	FRANGOS-LIVANIOS		
_				CONFRONTATION OF BIO-CHEMICAL	LEONIDAS		
	3	EIV	GALIOURAS	AND BIOLOGICAL THREATS			
2	4	EIV	XENIKAKI GEORGIA	RADIOACTIVITY AND NUCLEAR ARMS.	DIVARI PARASKEVI		
	5	EIV	SPILIOTI VASILIKI				
	6	EIV	KARPOUZI M	INHIBITORS FOR PROTEINS WHICH	FRANGOS-LIVANIOS		
3	7	EIV	ZIRAS G	ARE USED IN BIOLOGICAL AND	LEONIDAS		
	8	EIV	KOUZOUPIS	BIOCHEMICAL WARS			
4	9	EIV	KARAHALIOS DEMETRIOS	CHEMICAL DISRUPTIONS WHICH ARE CAUSED BY THE CONSUMPTION OF ORDINARY FOOD	FRANGOS-LIVANIOS LEONIDAS		
5	10	EIV	DIAVASTIS VASILIOS	SPECTROSCOPIC ANALYSIS OF OIL- LUBRICATE ENGINES OF MILITARY AIRCRAFT. DETECTION AND DAMAGE LOCATION ACCORDING TO NATO SPECIFICATIONS	FRANGOS-LIVANIOS LEONIDAS		
DISSERTATIONS OF THE THIRD DIVISION							
A/A	A/A	RANK	NAMES OF CADETS	TITLE OF DISSERTATION	TUTOR		
1	1	EIV	KARAGIANNIS M	WATERMARKING TECHNOLOGY AND DEMONSTRATION OF TECHNIQUES OF ITS APPLICATION ON DIGITAL DATA	PAPADAKIS NICHOLAS		
	2	EN/	AMBELARGAS				
2	2	EIV	KONSTANTINE	MULTI-MISSILES GUIDANCE AND	DADACAUKOLAGO		
2	3	EIV	MATRAKIS D	ALLOCATION	DARAS NIKOLAOS		
	4	EIV	KOURDOUKLAS A	7			
					1		

3	5	EIV	DAGAS	GRAPHS OF COMPLEX VALUED FUNCTIONS	DARAS NIKOLAOS
4	6	EIV	GOUVEROS DIONYSIOS	PSEUDOSPECTRAL METHODS OF TRAJECTORY OPTIMIZATION OF	DARAS NIKOLAOS
4	7	EIV	MERMIKLIS D	UNMANNED VEHICLE	DANAS NIKOLAOS
	8	EIV	BENOS	THE PROVISION OF CHAOTIC	// D
5	9	EIV	BOUKAS	BEHAVIOR IN OPERATIONAL	KARAMATSOUKIS
	10	EIV	KATOUNIS	PLANNING	CONSTANTINE
6	11	EIV	ALVANOS	FRACTAL PATTERNS IN LANCHESTER BATTLE MODEL	DEMETRIOS TRIANTAFYLLOU
	12	EIV	MOKOS	NON-CONVENTIONAL ANALYSIS OF	
7	13	EIV	PAPAPOSTOLOU VASILIOS	ASSYMETRIC OPERATIONS	DARAS NIKOLAOS
8	14	EIV	MATSOS ALEXANDROS	THE USE OF LASER SICK LMS 111- 10100 FOR MAPPING AND EVADING OBSTRUCTIONS WITH ARMY APPLICATIONS	DARAS NIKOLAOS
	15	EIV	AL ZOUBI ZOHAID		DEDCEDUONE
9	16	EIV	ALI FAIZ	CRITERIA OF ENDING A WAR	PERSEPHONE KYRIAKOULI
10	17	EIV	THIAKOS VICTOR	USE OF ASSYMETRAL BATTLE	PERSEPHONE
10	18	EIV	ARVANITIDIS GEORGIOS	OPERATIONS BASED ON RESULTS	KYRIAKOULI
	19	EIV	HATZIMARKOU KONSTANTINOS	ANALYSIS OF A COUNTER-	PERSEPHONE
11	20	EIV	THEOFANOUS PANAGIOTIS	INSERGENCY EXPEDITION USING DIFFERENTIAL EQUATIONS	KYRIAKOULI
	21	EIV	ELEFTHERIOU GEORGIOS	·	
12	22	EIV	DEMETRIADES VASILIS	PROBLEMS IN THE MILITARY	KAIMAKAMIS
	23	EIV	SKORDIS PANAGIOTIS	SUPPLY CHAIN	GEORGE
13	24	EIV	THEOLOGITTIS	LEADERSHIP AND DECISION MAKING IN ORGANISATIONS	KAIMAKAMIS
	25	EIV	ANDREOPOULOS	WHICH ARE BASED ON THE STRUCTURE OF A TEAM	GEORGE
	26	EIV	MANIAKAS CHRISTOS	THE ROLE OF UNMANNED	
14	27	EIV	ZILIASKOPOULOS GEORGIOS	ARMOURED BATTLE VEHICLES IN THE CONTEMPORARY	KAIMAKAMIS GEORGE
	28	EIV	TSITSARI GEORGIA	OPERATIONAL ENVIRONMENT	
	29	EIV	KARALIS DEMETRIOS	MILITARY DECISION MAKING	KAIMAKAMIS
15	30	EIV	EFTHIMIOU AN	PROCESS	GEORGE
	31	EIV	ROUSSIS M	1 NOCESS	GLONGL
16	32	EIV	KARAHALIOS THOMAS	SUPPLY CHAIN DISTRIBUTION AND	KAIMAKAMIS
10	33	EIV	KELEPOURIS GEORGIOS	MANAGEMENT	GEORGE
17	34	EIV	HALATZOUKAS EVANGELOS	UNMANNED AERIAL VEHICLES	GARGALAKOS
1/	35	EIV	KANTSIOULAS	GINIVIAININED AERIAL VERICLES	MICHAEL
18	36	EIV	KONSTANTI ANDREAS	PROBABILITY MODELING OF AUTONOMOUS UNMANNED	KARAMATSOUKIS CONSTANTINE

	37	EIV		COMBAT AERIAL VEHICLES	
19	38	EIV	VARDANIDIS	STUDY OF THE MINIMUM PATH TO INTERCEPTION OF A MOVING	KARAMATSOUKIS
23	39	EIV	STEFAS	TARGET IN TWO DIMENSIONS	CONSTANTINE
	40	EIV	EGINITIS STEFANOS		DEMETRICS
20	41	EIV	MAZIS E	FIRE DYNAMIC SIMULATOR	DEMETRIOS TRIANTAFYLLOU
	42	EIV	MALLIOTAKIS G		110700170112200
	43	EIV	ANTONIOU ALEXANDROS	APPLICATION OF THE GAME	
21	44	EIV	TSIGENES V	THEORY IN THE DESCRIPTION OF	BARDIS NICHOLAS
	45	EIV	KLIAFAS I	INFORMATION WAR	
	46	EIV	GIANNOPOULOS	QUANTIC CALCULATIONS AND	
22	47	EIV	EFTHIMIADIS	CRYPTOGRAPHY	BARDIS NICHOLAS
	48	EIV	SOUFLAS	MODELLING OF METHODS AND	DEMETRIOS
23	49	EIV	POULIS	THEORIES IN DEFENCE ANALYSIS	TRIANTAFYLLOU
	50	EIV	PELEKANOS	THEORIES IN BELLINCE ANALYSIS	TMANTALTEEOO
24	51	EIV	TSOTSOS ANASTASIOS	NEAR-HUMAN CHARACTERISTICS FOR HIGH DEGREE OF FREEDOM IN ROBOT LOCOMOTION FOR THE	KARANASIOU IRENE
	52	EIV	PAPADEMETRIOU AN	COMPLETE OPENING OF A DOOR	
25	53	EIV	CHOLIDIS	BIOMETRIC SYSTEMS FOR ACCESS	KARANASIOU IRENE
23	54	EIV	ASIMAKIS	CONTROL	KANANASIOO IKLINE
26	55	EIV	PASCHALIS CHRISTOS	USE OF TECHNOLOGY FOR	KARANASIOU IRENE
	56	EIV	MENTIDIS CH	SECURITY	
	57	EIV	ERMIDIS		KARADIMAS
27	58	EIV	GAYTATZIS	THE THEORY OF CHAOS	NICHOLAS
	59	EIV	EVANGELOU		
28	60	EIV	DANAS	BATTLE ASSESSMENT FOR THE USE	KARADIMAS
	61	EIV	KYRIAKIDIS	OF NON-LETHAL WEAPONS	NICHOLAS
29	62	EIV	KLAVDIANOS	E-PSYCHOLOGY AND DECISION- MAKING SYSTEMS BASED ON	KARADIMAS
23	63	EIV	VAKOPOULOS A	ARTIFICIAL INTELLIGENCE IN	NICHOLAS
	64	EIV	DIAKOS I	ARMED FORCES	
30	65	EIV	KARAGEORGIOU FL	DIGITAL SIGNATURES AND THEIR	ΔΟΥΚΑΣ ΝΙΚΟΛΑΟΣ
30	66	EIV	KONTOPOULOU MARIA	USE FOR SAFE DATA EXCHANGE	20110/21411070102
31	67	EIV	SKARIBAS SPYRIDON	CATEGORIES OF ELECTRONIC CRIME AND PROTECTION METHODS BY	DOUKAS NICHOLAS
	68	EIV	ROKOS ALEXANDROS	THE USERS	
32	69	EIV	DELLA ALEXANDRA	IRIS AND FINGERPRINT RECOGNITION WITH APPLICATION ON IDENTITY CONFIRMATION	DOUKAS NICHOLAS
33	70	EIV	TSERPES	STUDY OF THE ALGORITHM AS IT IS	DOUKAS NICHOLAS

	71	EIV	STEFADOUROS	APPLIED ON READERS OF SMART CARDS, ATTACK OPERATIONS, ALTERNATE ANALYSIS OF CURRENT,	
	72	EIV	STERGIOULIS	AND FINDING ANTI-MEASURES FOR ATTACKS	
34	73	EIV	PSYCHOGIOS KONSTANTINOS	LIGHT SOURCE DETECTION USING LIGHT SENSITIVE CIRCUITS AND STEPPER MOTORS	DOUKAS NICHOLAS
35	74	EIV	KORFIATIS ANTONIOS	CONTROL OF UNMANNED VEHICLE WITH POSSIBLE PROGRAMMED TRAJECTORY	DOUKAS NICHOLAS
	75	EIV	GIANNOULAS	CONSTRUCTION OF COLAR LARTOR	2017//4014
36	76	EIV	PAPADEMETRIOU TH	CHARGER	ΔΙΟΝΥΣΙΟΣ
	77	EIV	VLACHOGIANNIS	- CHARGER	ΜΟΥΖΑΚΗΣ
27	78	EIV	ZERVAS	CONSTRUCTION (PORTABLE	DIONIVEIOS NACIJĪĀIVIS
37	79	EIV	IOANNOU TH	GENERATOR)	DIONYSIOS MOUZAKIS
	80	EIV	KOSTOPOULOS A		DIONIVELOC MAGUIZAVIC
20	81	EIV	AGELIS	LAMINATED COMPOSITES;	DIONYSIOS MOUZAKIS
38	82	EIV	NOMIKOS	COMPRESSION AFTER IMPACT (CAI) TESTING PROCEDURE	STAMOULIS CONSTANTINE
39	83	EIV	TSIOTRAS NICHOLAOS	ARMATURE DEFENCE	DIONYSIOS MOUZAKIS
	84	EIV	ROMEOS VASILIOS		
40	85	EIV	TEAZIS VASILIOS	THREE-DIMENSIONAL PRINTING	DIONYSIOS MOUZAKIS
	86	EIV	BATSIOS MARGARITIS	THE ARTILLERY SYSTEM MLRS AND	PANAGIOTOPOULOS
41	87	EIV	ZAIKOS	ITS IMPORTANCE FOR THE LAND	ILIAS
	88	EIV	LOUKMAS	FORCES	
42	89	EIV	DERMITZOGLOU NICHOLAOS	THE EVOLUTION OF ANTI-	PANAGIOTOPOULOS ILIAS
	90	EIV	KAFANELIS THOMAS	7 KKIVI KWIELITIS TO THE TRESERVE BACT	1217.13
	91	EIV	XYDA		
43		EIV		FUNCTION AND CONSTRUCTION OF	GRITZAPIS DEMETRIOS
	92	EIV	RAPTIS	UAV	
	93	EIV	CHRISTODOULAKIS		
44	94	EIV	PAPATHANASIOU	EXTERNAL BALLISTICS - HISTORY	GRITZAPIS DEMETRIOS
	95	EIV	GEORGIOPOULOS CH	AND EVOLUTION OF AMMUNITION	
45	96	EIV	XANTHOPOULOS PANAGIOTIS	THE HISTORY OF ARMS AND ARMS	CDITZADIC DEL LETTICO
45	97	EIV	SPANOU P	SYSTEMS IN THE FIRST WORLD WAR	GRITZAPIS DEMETRIOS
	98	EIV	PAPADEMETRIOU G	7	
	99	EIV	CHRISTOGLOU	STRUCTURAL ELEMENTS OF	STAMOULIS
46	10 0	EIV	KARYOTIS	UNMANNED AIRCRAFT (UAV)	CONSTANTINE - DEMETRIOS VARELIS
47	10 1	EIV	LAGANIS IOANNIS AGELOS	MODELLING OF THE WING OF A LIGHT AIRCRAFT WITH THE FINITE ELEMENT METHOD (FEM)	STAMOULIS CONSTANTINE - DEMETRIOS VARELIS
48	10 2	EIV	TZIORAS	BATTLEFIELD INFORMATION FUSION	PAPADAKIS NIKOS

49	10 3	EIV	KARAVITIS	ELECTRONIC WAR	GARGALAKOS
49	10 4	EIV	ROUSOUDIS	LEECTHOINE WAI	MICHAEL
50	10 5	EIV	TZITZOUDIS	LANCHESTER BATTLE MODELS	DEMETRIOS TRIANTAFYLLOU
51	10 6	EIV	KONSTANTAKIS		
JI	10 7	EIV	GIANNAKIS	THE THEORY OF CHAOS AND THEORETICAL APPLICATIONS	KAIMAKAMIS GEORGE

Figure 2 shows the data in Table 11.

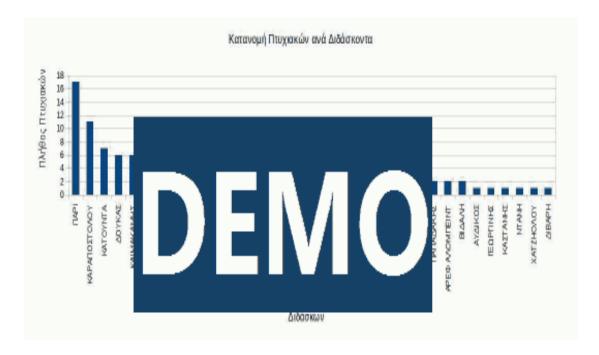


Figure 2: Number of Dissertations per Tutor.

### 3.1.3.3. Are there any specific quality specifications for the dissertation? Which?

The quality specifications for the dissertation are laid down in detail in the Regulations for the Writing of the Dissertation. There are groups of criteria which the dissertation is expected to meet and each group carries a specific marking weight. According to the Regulations and Guide of the Dissertation (5/6/2012) the general assessment criteria are:

### A. Originality in the selection of topic

### **B.** Analysis

- B1.Methodology of analysis
- B2. Sufficiency
- B3. Clarity in reaching conclusions

### C. Synthesis

- C1. Originality and clarity of the central idea
- C2. Investigation of new synthetic methods and choices
- C3. Ability-proper connection of the analytical approach with the synthetic process
  - C4. Consistency-relevance of the central idea to the planned outcome
  - C5. Quality of planning

### D. Quality of Presentation

- D1. Aesthetic result of the work
- D2. Communicative effectiveness of the planning and the oral presentation of the Dissertation
- 3.1.4. How do you asses the international dimension of the Undergraduate Syllabus?

# 3.1.4.1. Are there any members of teaching staff from abroad? What is their percentage?

There are no members of staff from abroad in the Curriculum. However, high level academics - from Greece and abroad — participate as guest speakers in conferences/seminars/conventions of the division. Moreover, the Dean of Academic Studies sends invitations to academics abroad and invites them to participate in the Scientific Committee for the Scientific Publications of the Hellenic Military Academy. Likewise, academics from Greek universities and Research Centres have acted as referees for the Division's publications. It must also be noted that Officers/professors from abroad teach courses in the Military Erasmus Programme (see chapter Strategy of Academic Development)

# 3.1.4.2. Is there any participation of foreign students? (absolute number and percentage)?

# Foreign students attending foundation courses / Foreign cadets and their education

Cadets from other countries study in the Academy using the Military Cultural Aid Programme (see Official Government Gazette 2428/2-11-2011): "The Military Cultural Aid Programme constitutes a program of national policy and aims at the invitation, education, and production of competent officers to staff the armed forces of countries on friendly terms with Greece, principally, and, secondarily, countries with which Greece wishes to develop special relations in the future either on a bilateral level or within the framework of international organizations" (Article 1) "Foreigners are admitted and study from the following countries in this order the

Balkans and the Caucasus, The Commonwealth of Independent States, the Middle East, North Africa, Sub-Saharan Africa, South Africa, the rest of Europe, Asia-Oceania."(Article 3)

Before these foreign students attend the undergraduate studies curriculum, they must attend a Greek Language course for two terms, including a Physics and Mathematics course during one of these two terms, so that they can familiarize themselves with the Greek scientific terminology. It must be noted that the foreigners on these foundation courses in the Hellenic Army Academy will not all attend the undergraduate studies curriculum. The Greek Language course and the Physics and Mathematics courses are offered in the Hellenic Army Academy to foreigners — future cadets of all three Military Academies. What follows is the information concerning the students of the foundation course in the current academic year.

Table 12: Foreigners on a Foundation Course (2013-2014)

ACADEMIC YEAR 2013-2014									
COUNTRY OF ORIGIN	NUMBER OF STUDENTS								
ALBANIA	1 (one)								
ARMENIA	4 (four)								
JORDAN	3 (three)								
LIBYA	9 (nine)								
MONTENEGRO	2 (two)								
NIGERIA	2 (two)								
SENEGAL	3 (three)								
TOTAL	24 (twenty-four)								

#### **COMMENTS:**

- During the winter term, Greek Language was taught for 28 (twenty-eight) hours per week, e.g. Monday to Thursday for 6 (six) hours, and Friday for 4 (four) hours.
- ➤ During the spring term, the Greek language/Byzantine history and Greek Civilization was taught 16 (sixteen) hours per week, e.g. Monday to Wednesday for 6 (six) hours and Friday for 4 (four) hours. Moreover, Mathematics and Physics were taught on Tuesdays and Thursdays, each course for 6 (six) hours per week.
- The basic textbook for the Greek language course is "Greek Language Textbook for Teaching Greek as a Foreign/Second language" by G. Babiniotis.

In their second year of studies, foreign cadets are taught Modern Greek as a Foreing Language, as part of their preparation for the official exams which certify their knowledge of Modern Greek (four hours per week).

# 3.1.4.3. Distribution of Greek, Greek-Cypriot and foreign nationals (abslolute numbers and percentages)

The distribution of Greek, Greek-Cypriot and foreign nationals in each of the four years of the Undergraduate Studies Curriculum is as follows:

Table 13: Distribution of Greek, Greek-Cypriot and foreign nationals in the Undergraduate Studies Curriculum (absolute numbers of men and women per year and in total)

	ACADEMIC YEAR 2013-2014														
In	In accordance with the Official Academy Registry dated 16 June 2014														
YEAR	YEAR GREEK GREEK-CYPRIOT FOREIGN														
OF	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	TOTAL								
STUDIES															
I	164	25	31	0	0	0	220								
II	177	2	30	1	9	1	239								
III	178	21	15	2	8	0	224								
IV	217	23	23	1	2	1	277								
TOTAL	736	90	99	4	29	2	960								

The following chart shows the percentage of Greek, Greek-Cypriot and foreign cadets per year of studies and in total:

Table 14: Distribution of Greek, Greek-Cypriot and foreign nationals in the Undergraduate Studies Curriculum (absolute numbers and percentages per year of studies and in total)

	ACADEMIC YEAR 2013-2014														
In ac	In accordance with the Official Academy Registry dated 16 June 2014														
YEAR OF	GREEK	%	GREEK-	%	FOREIGN	%	TOTAL								
STUDIES			CYPRIOT												
I	189	85,90	31	14,09	0	0	20								
II	198	82,84	3	12,97	10	4,18	239								
Ш	199	88,83	17	7,58	8	3,57	224								
IV	240	86,64	24	8,66	13	4,69	277								
TOTAL	826	86,04	103	10,72	31	3,22	960								

Greek nationals comprise 86,04% of the total number of cadets in the Academy, with Greek-Cypriots amounting to 10,72% and foreign nationals to 3,22% of the Academy's cadet population.

### 3.1.4.4. How many / which subjects are being taught in a foreign language?

The curriculum does not provide for the teaching of subjects in a foreign language. However, during the academic year 2014-2015, the Academy will introduce a module that will be taught in English ("Law of Armed Conflict"), within the framework of Military Erasmus (see next question).

Nevertheless, certain undergraduate dissertations are written in languages other than Greek. More specifically, during the academic year 2013-2014, two such dissertations were submitted in English, while during 2012-2013 one dissertation was written in French.

# 3.1.4.5. In how many (and which, specifically) programs of international academic partnership (e.g. ERASMUS, LEONARDO, TEMPUS, ALPHA) does the Academy's undergraduate program of studies participate?

The Hellenic Army Academy participates in **Military Erasmus (EMILYO)**, which represents "the European initiative for the exchange of young officers inspired by Erasmus" and was launched in 2008 under the initiative of the French presidency, aiming at improving the previously existing system of cadet and young officer exchange within EU member states. It was decided that the above program would comply with the principles outlined in the Bologna Convention, which provides for the existence of **ECTS (European Credit Transfer and Accumulation System)**, as well as for a quality assurance system.

In 2009, with the participation of Greece, the IG (Implementation Group) was founded, aiming at implementing this program. Within this framework, IG assigned duties to sub-group 8 (LoD8 – Line of Development 8), which is in charge of creating common training modules; a summary of these modules has been sent to all EU member states, so as to ensure uniformity of teaching throughout the EU.

The common training modules of **Military Erasmus**, which have been approved by the IG (LoD8) and are currently being taught in all European Army Academies (with the participation of cadets, where possible) are the following:

- Law of armed conflict
- Peace Support Operation
- Crisis Management
- Communication and Media
- CSDP (Common Security and Defence Policy)

### 3.1.4.6. Numerical data concerning HAA's participation in Military Erasmus actions

Since the launching of the program in 2009, the Hellenic Army Academy has taken part in several short term common training programs abroad.

It also participates in all assemblies organized by the IG – Impementation Group with specific Officers, so as keep up-to-date with all the latest developments and promote the Academy abroad, despite the limited funds available.

#### **YEAR 2009**

- 20 22 April: participation in I.G. meeting in Brno, Chech Republic.
- 2 3 June: participation in train-to-train seminar, Brussels.
- 19 July 2 August: participation (with one Officer and two Cadets) in the Alpinists' school, organized by the Austrian Army Academy.
- 15 September: participation in I.G. meeting in Brussels.

#### **YEAR 2010**

- 26 January: participation in I.G. meeting in Brussels.
- 28 February 06 March: participation (with two Cadets) in the seminar for the European Security and Defense in Zaragoza, Spain.
- 25 May: participation in I.G. meeting in Brussels.
- 27 30 May: participation (with two Cadets) in a visit to Hungary, within the framework of Military Erasmus.
- 11 25 July: participation (with one Cadet) in the Alpinists' school, organized by the Austrian Army Academy.
- 21 Spetember: participation in I.G. meeting in Larnaca.
- 20 -22 October: participation (with the Academy's Commander and one Staff Officer) in the seminar addressed to the Commanders of Army Academies (EMACS) in Brussels.
- 15-19 November: participation (with one Professor and 38 Cadets) in the seminar organized by the Hellenic Ariforce Academy within the framework of the European Security and Defence program.
- 14 December: participation in I.G. meeting in Brussels.

### **YEAR 2011**

- 16 January: participation in I.G. meeting in Brussels.
- 27 June: participation in I.G. meeting in Larnaca.
- 18 July 6 August: participation (with two Cadets) in the Alpinists' school, organized by the Austrian Army Academy.

#### **YEAR 2012**

- October: participation (with three Cadets) in the Cyprus Olympiad.
- December: participation (with two Cadets) in the Crisis Management

 Peace Support Operation program, hosted by the Austrian Army Academy.

#### **YEAR 2013**

• December: participation (with two Cadets) in CSDP, which took place in Turin.

#### **YEAR 2014**

- 7-9 May: Organization of the 2<sup>nd</sup> Athens Olympiad (2<sup>nd</sup> Common Security and Defence Policy (CSDP) Olympiad 2014, Hellenic Army Academy, Greece); participation with four Cadets.
- 23 27 June: Participation (with two Officers, one of which representing the Hellenic National Defence General Staff) in IMAF 2014 (International Military Academic Forum 2014), which took place in Reichenau an der Rax, Austria.

Details available on the web: http://mafreichenau.at/iMAF2014/Sites/index.php

More information about the 2<sup>nd</sup> Olympiad, which was organized and hosted by the Hellenic Army Academy under the aegis of the Academy's Staff:

2<sup>nd</sup>Common Security and Defence Policy (CSDP) Olympiad 2014, Hellenic Army Academy, Greece.

During 7-9 May 2014, the Hellenic Army Academy successfully hosted all the events relating to the **2nd CSDP OLYMPIAD 2014**, with the participation of Cadets from many Army Academies, including Greece (Hellenic Army Academy). Information available on the following website: <a href="http://www.olympiad-csdp.gr/">http://www.olympiad-csdp.gr/</a>, as well as on the Military Erasmus website:

http://www.emilyo.eu/index.php?option=com\_content&view=article&id=76%3Ac sdpolympiad2014&Itemid=80

The Olympiad included the following competitive events:

- 1. Submission of a written paper (essay), approximately 3.000 4.000 words, on any of the designated suggested seven (7) topics relating to European Security and Defence; topics included:
  - The parameter "energy" in European Security.
  - The Exclusive Economic Zone (EEZ) in the Eastern Mediterranean as a geopolitical aspect of European Security.
  - European Defence and Security nowadays: International Commitments, Military Capabilities and the Economic Crisis.

# 2. Designing a book cover for a book relating to Common Security and Defence Policy.

During the 2<sup>nd</sup> Olympiad in Greece, awards were presented to the winners of the above competitions; additionally, all participating Cadets were given the chance to enter a third competition (knowledge quiz), based on a series of internet courses they had previously attended.

Further programs approved:

### ✓ «Basic Military English»

During the last I.G. meeting in Athens (9 May 2014), one more common training program was approved, entitled **«Basic Military English»**, which is meant to function as an introduction to all the other joint programs.

### ✓ 2014-2015: Teaching «Law of Armed Conflict» in the HAA.

The Academy, participating actively in the above initiative, has integrated into its undergraduate studies curriculum a module on the **«Law of Armed Conflict»**, effective from the academic year 2014-2015. This module will be taught in English from 4 until 8 May 2015, in accordance with the relevant template sent to the Academy by the LoD8. It is also open to Cadets enrolled in the Hellenic Airforce Academy and the Hellenic Naval Academy, as well as to Cadets enrolled in any E.U. Army Academy.

The **«Law of Armed Conflict»** module will fully comply with the regulations designated by the (ESDC – European Security and Defence College), as follows:

- ➤ Formal announcement of the module in the upcoming ESDC Newsletter, followed by detailed presentation by the Academy at the IG meeting in December.
- Registration deadline for all participating Cadets by 14 February 2015.
- IDL (Internet Distance Learning) for all participants by 10 April 15.
- ➤ Teaching of the Common Module (4-8 May 2015) and accommodation for all participants in the Academy's hospitality Company.
- Evaluation of the program by an external evaluator.
- Awarding of Credit Points (ECTS) via the ESDC to Cadets representing other institutions, as the Academy is currently unable to accredit transfer points on its own (Erasmus chart pending).

The evaluation of the above program is of utmost importance; the evaluation cost entails (in addition to ticket price and the funding of accommodation), compensation for the evaluator. The precise sum will be decided upon the conclusion of the required negotiation with the evaluator, and after the relevant contract has been signed by all parties involved.

In order to take full advantage of the **Military Erasmus** program, something which would involve the exchange of cadets and the organization of long-term joint / shared education curricula (common modules), and in order to comply fully with the Bologna Convention, the Academy has taken specific initiatives which are expected to be completed in the near future (Organization Regulations, Evaluation, Credit Points, Erasmus plus via the State Scholarships' Foundation [IKY]).

# 3.1.4.7. Are there any agreements of bilateral co-operation with foreign bodies / institutions? Details?

A delegation of Cadets participates in visit exchanges with other Army Academies in Europe (France, Belgium, Germany), the USA, the United Arab Emirates, and Turkey. In addition, Cadets from foreign Academies participate in the military field training of the HAA, following the approval of the Army General Staff. Indicatively, since 2012:

- ➤ **2012-2013**: Participation of nine (9) cadets from the United Arab Emirates in the summer Military Training of the HAA in Litochoron (4-10 July 2013).
- ➤ 2014-to date: Participation of nine (9) cadets from the United Arab Emirates in the autumn Military Training (1-5 September 2014). Additionally, thirty-four (34) cadets from the United States of America participated in the summer Military Training (1-15 July 2014).

# 3.1.4.8. Are there any international distinctions concerning the Undergraduate Studies Curriculum? Details?

Positive comments have been made about the participation of the Greek Cadets in student exchanges and in long-term common modules within the framework of **Military Erasmus**.

#### 3.1.4.9. Is the European Credit Transfer System (ECTS) being implemented?

The HAA Study Guide provides analytic references to the ECTS credit / transfer points and their correspondence with specific modules (Table 15). However, it is still not possible for Cadets to study in a foreign military institution for a whole semester.

Table 15: Credit/Teaching points per course: Undergraduate Studies Curriculum (Academic Year 2013-2014)

		Modules	s of the	Undergradua	te St	udies	s Curr	iculum (Ac	ademic Year 2013-2014)	
Branch/ Semeste r of Studies	Aca de mic Divi sio n off eri ng the cou rse	Undergraduate Studies Curriculum Courses (Course Titles)	e ECTS	Course Category: Compulsory (C) Elective from a Set of Elective Courses (ES)	For Co Diss Co Co Ski De Co	Course, (D) Discipline Course, Core Course (CC), Skills Development Course (SD)			Prerequisite Courses	Website  Course Page in the Stud y Guid e 2013 - 2014 (mode.sse)
CENTECTE					F	D (	CC SD			
Corps / Arms 1	1	MODERN GREEK HISTORY	4	С	F			3	NO	http://www.sse.gr/files/neo_programma_spo 13-15 udon_sse% 20_sineptigmenopdf
Corps / Arms 1	1	CONSTITUTIONAL LAW	4	С	F			2	NO	http://moodle2.sse.gr/moodle/course/view.p 15-16 hp?id=7
Corps / Arms 1	1	WAR AND CULTURE (ANCIENT HISTORIOGRAPHY)	4	С	F			3	NO	http://moodle2.sse.gr/moodle/course/view.p 17-19 hp?id=128
Corps / Arms 1	3	GENERAL MATHEMATICS	5	С	F			4	NO	http://moodle2.sse.gr/moodle/course/view.p 20-21 hp?id=2
Corps / Arms 1	3	IT AND COMPUTER STUDIES IN THE ARMED FORCES (THEORY AND LAB)	4	С	F			3	NO	http://moodle2.sse.gr/moodle/course/view.p 22-23 hp?id=71
Corps / Arms 1	3	GENERAL PHYSICS (THEORY AND LABS)	5	С	F			2 THEORY AND 2 LAB	Advanced Mathematics	http://moodle2.sse.gr/moodle/course/view.p 24-27 hp?id=89

Corps / Arms 1	1	FOREIGN LANGUAGES										
Corps / Arms 1	1	ENGLISH	4	С			CC		4		http://moodle2.sse.gr/moodle/course/view.php?id=129	28-29
	1	ENGLISH LANGUAGE AND LITERATURE	4	С			CC	SD	4		As above	
	1	ADVANCED ENGLISH (C2 LEVEL)	4	С	F					NO – a B2 level certificate is required	As above	
	1	FRENCH / SPECIALIZATION LANGUAGE	4	C (provided Cadets have attained a good command of the English language)			СС	SD	4	NO	As above	29-30
Corps / Arms 1		PHYSICAL EDUCATION – APPLICATIONS I (AFTERNOON)									http://moodle2.sse.gr/moodle/course/view.p hp?id=8	158- 165
SEMEST ER 2												
Arms / Corps 2	1	CONTEMPORARY HISTORY	4	С	F				3	NO	http://www.sse.gr/files/neo_programma_spoudon_sse%20_sineptigmenopdf	31-32
Arms / Corps 2	1	SOCIAL PSYCHOLOGY	4	С							http://moodle2.sse.gr/moodle/course/view.php?id=133	
Arms / Corps 2	1	ENLIGHTMENT AND MODERN GREEK IDENTITY	4	С	F				3	NO	http://moodle2.sse.gr/moodle/course/view.php?id=131	
Arms / Corps 2	3	STATISTICAL METHODS AND STOCHASTIC PROCEDURES	4	С	F				3	NO	http://moodle2.sse.gr/moodle/course/view.php?id=9	
Arms / Corps 2	3	ALGORITHMS AND BASIC PROGRAMMING NOTIONS (THEORY AND LAB)	5	С	F				4	IT and Computer Studies in the Armed Forces	http://moodle2.sse.gr/moodle/course/view.php?id=10	
Arms / Corps 2	3	CONTEMPORARY PHYSICS I (THEORY AND LAB)	5	С	F	D		50		General Physics, Advanced Mathematics	Yes http://moodle2.sse.gr/moodle/course/view.p	43-46

									AND 2 LABS		hp?id=11	
Arms / Corps 2		FOREIGN LANGUAGES										
	1	ENGLISH	4	С			CC		4		http://moodle2.sse.gr/moodle/course/view.php?id=78	
	1	ENGLISH LANGUAGE AND LITERATURE	4	С			CC	SD	4		As above 4	7-48
	1	ADVANCED ENGLISH (C2 LEVEL)	4	С	Υ				4	Successful completion of the previous semester	As above	
	1	FRENCH / SPECIALIZATION LANGUAGE	4	C (provided Cadets have attained a good command of the English language)			СС	SD	4	NO	As above 4	9
Arms / Corps 2	4	PHYSICAL EDUCATION – APPLICATIONS II (AFTERNOON)									http://moodle2.sse.gr/moodle/course/view.p 1 hp?id=16	58- 65
SEMESTER	₹3											
Arms / Corps 3	1	SOCIOLOGY / MILITARY SOCIOLOGY	4	С	F		CC		2	Psychology	http://moodle2.sse.gr/moodle/course/view.p5 hp?id=159	0-51
Arms / Corps 3	1	PSYCHOLOGY, MILITARY APPLICATIONS AND PSYCHOLOGICAL OPERATIONS	4	С					3		http://moodle2.sse.gr/moodle/course/view.p5 hp?id=92	3
Arms / Corps 3		MILITARY GEOGRAPHY / OPERATIONAL ANALYSIS OF TERRITORY I	4	С					3		http://moodle2.sse.gr/moodle/course/view.p5 hp?id=160	4
Arms / Corps 3	3	TECHNICAL DESIGN OF BUILDING STRUCTURES AND MECHANIC EQUIPMENT	1	С	F				1		http://moodle2.sse.gr/moodle/course/view.p5 hp?id=97	2
Arms / Corps 3	3	SCIENTIFIC COMPUTING	4	С					3	The compulsory course on "GENERAL MATHEMATICS" taught in Semester 1	http://moodle2.sse.gr/moodle/course/view.p5 hp?id=17	5-57
Arms / Corps 3	2	CHEMICAL TECHNOLOGY (THEORY AND LAB)	5	С	F	D			(2 THEORY + 2 LAB)	NO	http://moodle.sse.gr/course/view.php?id=24 5 1	8-60

							1	4	1			
Arms / Corps 3	3	INTRODUCTION TO MILITARY ELECTRONICS AND TELECOMMUNICATION SYSTEMS (THEORY AND LAB)	3+ 2= 5	С		D		Ì		1 <sup>st</sup> YEAR MATHEMATICS AND PHYSICS	http://moodle2.sse.gr/moodle/course/view.php?id=201	61-62
Arms / Corps 3		FOREIGN LANGUAGES				•						
	1	GREEK FOR FOREIGNERS	4	С	F			4	1			
Arms / Corps 3	1	ENGLISH	4	С		С	С	4	1		http://moodle2.sse.gr/moodle/course/view.php?id=80	
	1	ENGLISH LANGUAGE AND LITERATURE		С		С	C S	SD 4	1		As above	
	1	ADVANCED ENGLISH (C2 LEVEL)	4	С	F			4		A B2 level certificate in English / successful completion of the previous semester	As above	63-64
	1	FRENCH / SPECIALIZATION LANGUAGE	4	C (provided Cadets have attained a good command of the English language)		C	C S	SD 4	1	NO	As above	65
Arms / Corps 3		PHYSICAL EDUCATION – APPLICATIONS III (AFTERNOON)									http://moodle2.sse.gr/moodle/course/view.php?id=24	158- 165
SEMESTER	R 4											
Arms / Corps 4	1	ELEMENTARY LEADERSHIP AND HUMAN RESOURCES ADMINISTRATION	4	С		С	С	3	3	NO	http://moodle2.sse.gr/moodle/course/view.php?id=26	66-67
Arms / Corps 4	1	MILITARY GEOGRAPHY / OPERATIONAL ANALYSIS OF TERRITORY II	4	С					2		http://moodle2.sse.gr/moodle/course/view.php?id=161	68
Arms / Corps	3	TOPOGRAPHY AND SATELLITE TELESCOPY (THEORY AND LAB)	(3 +2 ) 5	С	F			4	1	_	http://moodle2.sse.gr/moodle/course/view.p hp?id=173	69
Arms /	3	QUANTATIVE METHODS	5	С				3	3	The 1 <sup>st</sup> semester course on	http://moodle2.sse.gr/moodle/course/view.p	70-72

Corps 4										"GENERAL MATHEMATICS" hp?id=172
Arms /	3	TECHNICAL DESIGN OF BUILDING STRUCTURES	3	С	F				2	http://moodle2.sse.gr/moodle/course/view.p 73
Corps 4		AND MECHANIC EQUIPMENT								hp?id=97
Arms /	3		(3	Υ	Υ				(2	1. "VECTOR ANALYSIS" http://moodle2.sse.gr/moodle/course/view.p 74-75
Corps 4			+2						THEORY	which forms part of the 1 <sup>st</sup> hp?id=171
			) 5							semester course on
			′						,	"GENERAL MATHEMATICS".
										2. "DIFFERENTIAL AND
										INTEGRAL CALCULUS" which
										forms part of the 1 <sup>st</sup>
										semester course on
										"GENERAL MATHEMATICS".
		ENGINEERING (THEORY + LAB)								3. "DIFFERENTIAL
										EQUATIONS" which forms
										part of the 3 <sup>rd</sup> semester
										course on "SCIENTIFIC
										CALCULUS".
										4. "PHYSICS ENGINEERING",
										which forms part of the 1 <sup>st</sup>
										semester course on
										"GENERAL PHYSICS".
Arms /	2	CHEMICAL TECHNOLOGY (THEORY AND LAB)	5	С	_	D			/1	NO http://moodle2.sse.gr/moodle/course/view.p77-79
Corps 4	_	CHEMICAL FECHNOLOGY (THEORY AND LAB)	)		ľ				THEORY	hp?id=134
Corps 4									+ 1 LAB)	IIP:10-134
									ם דבאטן	
Arms /	1	FOREIGN LANGUAGES							<u>K</u>	
Corps 4	1	TONEIGN EANGOAGES								
Arms /	1	GREEK FOR FOREIGNERS	4	С	F				4	
Corps 4	1	ENGLISH	4	С			CC		4	http://moodle2.sse.gr/moodle/course/view.p
·										hp?id=30
										75-76
				-						
	1	ENGLISH LANGUAGE AND LITERATURE		С			CC	SD	4	As above

	1	ADVANCED ENGLISH (C2 LEVEL)	4	С	F				4	A B2 level certificate in English / successful completion of the previous semester	As above	
	1	FRENCH / SPECIALIZATION LANGUAGE	4	C (provided Cadets have attained a good command of the English language)			СС	SD	4	NO	As above	76-77
Arms /		PHYSICAL EDUCATION – APPLICATIONS IV		3 0 3 3 7							http://moodle2.sse.gr/moodle/course/view.p	158-
Corps 4		(AFTERNOON)									hp?id=31	165
CENACCEE												
Arms / Corps 5	1	MILITARY ADMINISTRATION (LEADERSHIP AND MAGEMENT)	4	С					2		http://moodle2.sse.gr/moodle/course/view.php?id=165	80-81
Arms / Corps 5		INTERNATIONAL GEOGRAPHY AND THE GEOPOLITICS OF CONTEMPORARY ARMS POWER I	4	С					2		http://moodle2.sse.gr/moodle/course/view.php?id=244	84-89
Arms / Corps 5	1	STRATEGIC / TACTICAL BATTLE ANALYSIS I	5	С	F	D			4		http://moodle2.sse.gr/moodle/course/view.php?id=38	
Arms / Corps 5	1	INTERNATIONAL PUBLIC LAW		С					2		http://moodle2.sse.gr/moodle/course/view.p hp?id=139	83-84
Arms / Corps 5	1	B2 LEVEL ENGLISH (tutorial afternoon course)		С			CC		4		http://moodle2.sse.gr/moodle/course/view.php?id=30	25
Corps 5	3	DECISION MAKING AND NEGOTIATION METHODS	4	С		D			3		http://moodle2.sse.gr/moodle/course/view.php?id=200	89-91

Corps 5	1	PUBLIC FINANCES	4	С		D		3	Political Economy	http://moodle2.sse.gr/moodle/course/view.p 91-92 hp?id=162
Corps 5	3	BALLISTICS OF CONTEMPORARY ARMS SYSTEMS (THEORY AND LABS)	(3 +2 )5	С		D		THEORY + 2 LAB per Cadet in 4 Corps Groups) 4	1. The compulsory 1 <sup>st</sup> semester course on "GENERAL MATHEMATICS" 2. The compulsory 2 <sup>nd</sup> semester course on "STATISTICAL METHODS AND STOCHASTIC PROCEDURES" 3. The compulsory 3 <sup>rd</sup> semester course on "SCIENTIFIC CALCULUS".	www.exteriorballistics.gr 93-94 http://moodle2.sse.gr/moodle/course/view.php?id=163
Corps 5	1	GENERAL PRINCIPLES OF LOGISTICS	4					3		94-96
Corps 5	1	FIELD ECONOMICS	4					3		http://moodle2.sse.gr/moodle/course/view.p 97-98 hp?id=198
Corps 5	3	DATABASES AND INFORMATION EXTRACTION FOR SUPPLY ADMINISTATION SYSTEMS (THEORY AND LAB)	(3 +2 ) 5					(2 THEORY+ 2 LAB) 4		http://moodle2.sse.gr/moodle/course/view.p 98-99 hp?id=187
Arms / Corps 5		1 <sup>st</sup> ELECTIVE COURSE FROM THE SETS OF ELECTIVE COURSES								
Arms / Corps 5	1	ACADEMIC DIVISION I, SET OF ELECTIVE COURSES: CONTEMPORARY ECONOMICS. COURSE: THE GREEK ECONOMY		E/S						http://moodle2.sse.gr/moodle/course/view.p 166 hp?id=191
Arms / Corps 5	1	ACADEMIC DIVISION I, SET OF ELECTIVE COURSES: INTERNATIONAL RELATIONS. COURSE: INTRODUCTION TO INTERNATIONAL RELATIONS		E/S						http://moodle2.sse.gr/moodle/course/view.p 166 hp?id=189
Arms / Corps 5	1	ACADEMIC DIVISION I, SET OF ELECTIVE COURSES: ENGLISH LANGUAGE, COMMUNICATION AND LITERATURE. COURSE: ENGLISH MILITARY TERMINOLOGY	4	E/S		D		4	B2 level (or higher) certificate in English.	http://moodle2.sse.gr/moodle/course/view.p 166 hp?id=188
Arms / Corps 5	1	ACADEMIC DIVISION I, SET OF ELECTIVE COURSES: GREEK CULTURE. COURSE: THE BEGINNINGS OF EUROPEAN REASONING		E/S				4		http://moodle2.sse.gr/moodle/course/view.p 166 hp?id=190
	1	ACADEMIC DIVISION I, SET OF ELECTIVE	5	E/S	F	D		4		http://moodle2.sse.gr/moodle/course/view.p 166

Arms /		COURSES: BATTLE ANALYSIS – MILITARY									hp?id=193	
Corps 5		HISTORY.										
		COURSE: THE BYZANTINE ARMY										
	2	ACADEMIC DIVISION II (FOR CORPS 5 ONLY):		E/S	F	D	9	SD	4	General Physics,	http://moodle.sse.gr/course/view.php?id=24 16	66
Arms /		SET OF ELECTIVE COURSES: LASER PHYSICS -								Contemporary Physics	6	
Corps 5		MILITARY APPLICATIONS. COURSE: LASER										
		PHYSICS - MILITARY APPLICATIONS										
	2	ACADEMIC DIVISION II (FOR CORPS 5 ONLY):		E/S		D			4	Chemical Technology	http://moodle2.sse.gr/moodle/course/view.p 16	66
Arms /		SET OF ELECTIVE COURSES: CHEMISTRY AND									hp?id=251	
Corps 5		CONTEMPORARY MATERIALS. COURSE:										
		CHEMISTRY AND CONTEMPORARY MATERIALS										
	3	ACADEMIC DIVISION III, SET OF ELECTIVE		E/S							http://moodle2.sse.gr/moodle/course/view.p No	0
Arms /		COURSES: BALLISTICS OF CONTEMPORARY		'							hp?id=254	
Corps 5		ARMS SYSTEMS. COURSE: BALLISTICS OF										
		CONTEMPORARY ARMS SYSTEMS										
Arms /	3	ACADEMIC DIVISION III, SET OF ELECTIVE		E/S					4	Algorithms and basic notions	http://moodle2.sse.gr/moodle/course/view.p No	0
Corps 5		COURSES: CYBERWAR AND INFORMATION								of programming	hp?id=158	
		WAR, SUBJECT ORIENTED PROGRAMMING FOR										
		MILITARY SYSTEMS SIMULATION. COURSE:										
		DESIGNING SIMULATION SYSTEMS AND										
		INTERNET PROGRAMMING										
Arms /	3	ACADEMIC DIVISION III, SET OF ELECTIVE		E/S	F			SD	4	ENGINEERING 406_M	http://moodle2.sse.gr/moodle/course/view.p N	0
Corps 5		COURSES: MILITARY ENGINEERING AND									hp?id=196	
		TECHNOLOGY. COURSE: COMPUTER										
		APPLICATIONS ON ENGINEERING										
Arms /	3	ACADEMIC DIVISION III, SET OF ELECTIVE COURSE		E/S		D					http://moodle2.sse.gr/moodle/course/view.p No	0
Corps 5		WAR GAMES, STRATEGIES OF AMMUNITION									hp?id=194	
		DISTRIBUTION AND TARGET COVERAGE. COURSE										
		MAOHMA: DIFFERENTIAL GAMES										
Arms /		PHYSICAL EDUCATION – APPLICATIONS V									http://moodle2.sse.gr/moodle/course/view.p 15	8-
Corps 5		(AFTERNOON)									hp?id=39 16	55
SEMESTE	R 6											
Arms /	. 0	INTERNATIONAL GEOGRAPHY AND THE	4	С			1		2		http://moodle2.sse.gr/moodle/course/view.p 10	00-
Corps 6		GEOPOLITICS OF ARMS POWER II	7								hp?id=42	
Corps 0		GLOT GLITTCS OF ARRIVES FOWLER IT		l			i			1	iip;iu=+2	<i>7</i> -⊤

Arms / Corps 6		MILITARY LEADERSHIPI		С				2		http://moodle2.sse.gr/moodle/course/view.p 110- hp?id=141 111
Arms / Corps 6		STRATEGIC-TACTICAL BATTLE ANALYSIS II	5	С	F	D		2		http://moodle2.sse.gr/moodle/course/view.p 104- hp?id=43
Arms / Corps 6		PRINCIPLES OF ADMINISTRATIVE LAW	3	С	F			2	Constitutional law	http://moodle2.sse.gr/moodle/course/view.p 107- hp?id=179 108
Arms / Corps 6		EUROPEAN SECURITY AND DEFENCE		С				2		http://moodle2.sse.gr/moodle/course/view.p 108- hp?id=263 110
Arms / Corps 6		B2 LEVEL ENGLISH (TUTORIAL)					СС	4		
Corps 6	3	SIMULATION TECHNIQUES AND DISTINGUISHABLE DECISION MAKING SYSTEMS - SYSTEM RELIABILITY	5					4		http://moodle2.sse.gr/moodle/course/view.p hp?id=138
Corps 6	3	MANAGEMENT AND OPTIMAL HANDLING OF MILITARY COMMUNICATIONS AND ELECTRONIC BATTLE SYSTEMS (THEORY AND LAB)	3+ 2= 5	С		DD		4	3 <sup>rd</sup> SEMESTER "INTRODUCTION TO MILITARY ELECTRONICS AND TELECOMMUNICATION SYSTEMS" (THEORY + LAB)	http://moodle2.sse.gr/moodle/course/view.p 116- hp?id=107 117
Corps 6	1	GEO-ECONOMICS						2		http://moodle2.sse.gr/moodle/course/view.p NO hp?id=177
Corps 6	3	OPERATIONAL RESOURCES MANAGEMENT	5	С				4	1. The 1 <sup>st</sup> semester compulsory course on "GENERAL MATHEMATICS" 2. The 2 <sup>nd</sup> semester compulsory course on "STATISTICAL METHODS AND STOCHASTIC PROCEDURES". 3. The 4 <sup>th</sup> semester compulsory courses on "QUANTITATIVE METHODS", "QUANTITATIVE METHODS", "A. The 5 <sup>th</sup> semester compulsory course (Corps only) on "SUPPLY CHAIN MANAGEMENT" 5. The 6 <sup>th</sup> semester	http://moodle2.sse.gr/moodle/course/view.p 117-hp?id=178 122

									compulsory course (Corps		
									only) on "GENERAL		
									PRINCIPLES OF ECONOMICS (MACROECONOMICS		
									&MICROECONOMICS")		
Corps 6	2		5	С		D				http://moodle2.sse.gr/moodle/course/view.php?id=183	122- 125
		APPLIED CHEMISTRY (THEORY + LAB)						+ 2 LAB) 4	rectivology		123
Corps 6	3	MATHEMATIC MODELS LOGISTICS								http://moodle2.sse.gr/moodle/course/view.p hp?id=185	NO
Arms /		2 <sup>nd</sup> ELECTIVE COURSE FROM THE SETS OF			•						
Corps 6		ELECTIVE COURSES									
Corps 6	1	ACADEMIC DIVISION I: BATTLE ANALYSIS – MILITARY HISTORY (Corps 6 only)		E/S	F	D		4		http://moodle2.sse.gr/moodle/course/view.php?id=227	166
Arms /	1	ACADEMIC DIVISION I: GREEK CULTURE		E/S				4		http://moodle2.sse.gr/moodle/course/view.p	166
Corps 6										hp?id=225	
Arms /	2	ACADEMIC DIVISION II: LASER PHYSICS &		E/S	F	D	SD	4	General Physics,	http://moodle2.sse.gr/moodle/course/view.p	166
Corps 6		MILITARY APPLICATIONS							Contemporary Physics	hp?id=247	
Arms /	2	ACADEMIC DIVISION II: CHEMICAL AND	4	E/S		D		4	_	http://moodle2.sse.gr/moodle/course/view.p	166
Corps 6		BIOLOGICAL WEAPONS								hp?id=228	
Arms /	3	ACADEMIC DIVISION III: MILITARY		E/S			SD	4	ENGINEERING 406_M	http://moodle2.sse.gr/moodle/course/view.p	NO
Corps 6		ENGINEERING AND TECHNOLOGY (ADVANCED DEFENCE MATERIALS)								hp?id=118	
Arms /		PHYSICAL EDUCATION – APPLICATIONS VI								http://moodle2.sse.gr/moodle/course/view.p	158-
Corps 6		(AFTERNOON)								hp?id=47	165
SEMESTE	P 7	<u>'</u>							1	1	
Arms /			I	С				В		http://moodle2.sse.gr/moodle/course/view.p	125-
Corps 7		WAR OPERATIONAL ART & APPLICATIONS								• • • • • • • • • • • • • • • • • • • •	126

Arms / Corps 7		MILITARY STRATEGY AND WAR THEORY I		С		D			2	MILITARY HISTORY	http://moodle2.sse.gr/moodle/course/view.p 126- hp?id=157 127
Arms / Corps 7		MILITARY LEADERSHIPII		С					2		http://moodle2.sse.gr/moodle/course/view.p 132- hp?id=166 133
Arms / Corps 7	1	EUROPEAN SECURITY AND DEFENCE		С					2		www.moodle.sse.gr 130- 131
Arms / Corps 7		OPERATIONAL RESEARCH AND ITS MILITARY APPLICATIONS – BATTLE THEORIES		С					3		http://moodle2.sse.gr/moodle/course/view.p hp?id=53
Arms 7	2	LASER RADIATION AND MILITARY APPLICATIONS		С	F	D			2	General Physics, Contemporary Physics	http://moodle.sse.gr/course/view.php?id=55 133- 135
Arms 7	3	SYSTEMS OF DECISION MAKING SUPPORT		С				SD	2	Algorithms and basic notions of programming	www.moodle.sse.gr 135- 136
Arms 7	3	SECURITY OF IT ADMINISTRATION SYSTEMS AND INFORMATION WAR							4		http://moodle2.sse.gr/moodle/course/view.p 136- hp?id=243 138
Corps 7	1	LOGISTICS: SPECIAL TOPICS							2		http://moodle2.sse.gr/moodle/course/view.p 138- hp?id=56 139
Corps 7		ADMINISTRATIVE INFORMATION SYSTEMS									http://moodle2.sse.gr/moodle/course/view.p hp?id=54
Corps 7	3	ENERGY TECHNOLOGY (THEORY AND LAB)	5	С		D		SD	4	SCIENTIFIC COMPUTING	http://moodle2.sse.gr/moodle/course/view.p 139- hp?id=242 142
Arms / Corps 7		3 <sup>rd</sup> COURSE FROM THE SETS OF ELECTIVE COURSES			•					·	
Arms / Corps 7	1	ACADEMIC DIVISION I ENGLISH: BRITISH WORLD WAR I WRITERS		E/S			CC	SD	4		http://moodle2.sse.gr/moodle/course/view.p 166 hp?id=203
Arms / Corps 7	1	ACADEMIC DIVISION I: BATTLE ANALYSIS – MILITARY HISTORY		E/S	F	D			4		http://moodle2.sse.gr/moodle/course/view.p 166 hp?id=208
Arms / Corps 7	1	ACADEMIC DIVISION I: GREEK CULTURE		E/S					4		http://moodle2.sse.gr/moodle/course/view.p 166 hp?id=205
Arms / Corps 7	2	ACADEMIC DIVISION II: CONTEMPORARY MATERIALS II	4	E/S					4	Chemical Technology Contemporary Materials I	http://moodle2.sse.gr/moodle/course/view.p 166 hp?id=209
Arms / Corps 7	3	ACADEMIC DIVISION III: MILITARY ENGINEERING AND TECHNOLOGY (ADVANCED KINETICS)		E/S				ΑΔ	4	Engineering 406_M	http://moodle2.sse.gr/moodle/course/view.p NO hp?id=212

Arms / Corps 7	3	ACADEMIC DIVISION III: DYNAMIC SYSTEMS AND CHAOS		E/S		D			4		NO	NO
Arms / Corps 7		PHYSICAL EDUCATION - APPLICATIONS VII (AFTERNOON)									http://moodle2.sse.gr/moodle/course/view.php?id=57	158- 165
051450 <del>7</del> 5												
SEMESTE Arms /	K &		1	С		ı			h		http://moodle2.sse.gr/moodle/course/view.p	.1.12
Corps 8		WAR OPERATIONAL ART AND APPLICATIONS							5		hp?id=58	143
Arms / Corps 8	1	MILITARY STRATEGY AND WAR THEORY II	U N AV AI LA BL E	С		D			2	MILITARY HISTORY	http://moodle2.sse.gr/moodle/course/view.p hp?id=117	146
Arms / Corps 8	1	STRATEGIC – TACTICAL BATTLE ANALYSIS III	5	С	F				2	Strategic — Tactical Battle Analysis I & II	http://moodle2.sse.gr/moodle/course/view.php?id=256	143- 146
Arms / Corps 8	1	MILITARY SOCIOLOGY	2	С		D		SD	2	Sociology, Military History, The Art of War, International Law, Leadership	http://moodle2.sse.gr/moodle/course/view.p hp?id=120	147- 148
Arms / Corps 8	1	STRATEGY AND DEFENCE ANALYSIS							2		http://moodle2.sse.gr/moodle/course/view.p hp?id=59	
Arms / Corps 8		4 <sup>th</sup> COURSE FROM THE SETS OF ELECTIVE COURSES	1		1	1	1		<u>I</u>	1	1	1
Corps 8	1	ACADEMIC DIVISION I: BATTLE ANALYSIS – MILITARY HISTORY		E/S	F	D			4		http://moodle2.sse.gr/moodle/course/view.php?id=234	1
Arms / Corps 8	1	ACADEMIC DIVISION I: ENGLISH: PUBLIC SPEAKING	4	E/S				SD	4	A B2 level (or higher) certificate in English	http://moodle2.sse.gr/moodle/course/view.php?id=170	

												T
Arms / Corps 8	1	ACADEMIC DIVISION I: GREEK CULTURE		E/S					4		http://moodle2.sse.gr/moodle/course/view.p hp?id=232	ОХІ
Arms / Corps 8	2	ACADEMIC DIVISION II: AMMUNITION AND EXPLOSIVE MATERIALS CHEMISTRY	4	E/S	[	)			4		http://moodle2.sse.gr/moodle/course/view.p hp?id=176	
Arms / Corps 8	3	ACADEMIC DIVISION III: MILITARY ENGINEERING AND TECHNOLOGY (COMPUTERIZED WEAPON MACHINE ANALYSIS)		E/S			S	SD	4	ENGINEERING 406_M	http://moodle2.sse.gr/moodle/course/view.p hp?id=148	1
Arms / Corps 8		DISSERTATION										
Arms 8	3	SYSTEMS DESIGN AND ORGANIZATION	3	С					2		http://moodle2.sse.gr/moodle/course/view.php?id=258	150- 152
Arms 8	3	DESIGN AND ANALYSIS OF ADMINISTRATIVE INFORMATION SYSTEMS		С					4		http://moodle2.sse.gr/moodle/course/view.php?id=259	152- 154
Arms 8	1	THE ECONOMICS OF DEFENCE	3	С		)			2	Political Economy and Public Economics	http://moodle2.sse.gr/moodle/course/view.php?id=260	148- 150
Corps 8	1	PROJECT MANAGEMENT/ MILITARY APLLICATIONS		С					2		http://moodle2.sse.gr/moodle/course/view.php?id=142	154- 155
Corps 8	3	SUPPLY CHAIN INFORMATION SYSTEMS		С					2		http://moodle2.sse.gr/moodle/course/view.php?id=255	155- 156
Corps 8	3	ADVANCED DEFENCE MATERIALS		С		C	C		2		http://moodle2.sse.gr/moodle/course/view.php?id=257	157- 158
Arms / Corps 8		PHYSICAL EDUCATION - APPLICATIONS VIII (AFT	ERNOC	ON)		1			1	,	http://moodle2.sse.gr/moodle/course/vie w.php?id=68	158 - 165

As mentioned in **3.1.4** «How do you assess the international dimension of the Undergraduate Studies Curriculum?», in the sub-section concerning participation in the **Military Erasmus (EMILYO)**, the Academy has taken up specific steps, which are expected to be completed over the following months with a view to participating fully in the **Military Erasmus**, with long term student exchanges and the organization of common modules, and to fully aligning its curriculum in accordance with the Bologna Convention. The **credit points** scheme and the **Erasmus plus through the State Scholarhips' Foundation (IKY)** fall precisely within this framework.

The transfer of credit points constitutes the subject of a report on the compliance of the Department's grade data with the **ECTS** scale. See previous comments: **3.1.3** «What is your opinion about the examination system?» in the subsection entitled «Compliance of the Academy's grade data with the **ECTS** system scale».

In the same section (**3.1.3**), in the subsection entitled «Do you implement, and to what extent, diverse (in kind or timing) assessment methods for your students? Which ones, specifically?» it was mentioned that, even though the Lab component of particular courses constitutes, just like the theoretical part, 50% of the course's contact hours, when it comes to assessment, Lab performance counts for 20% of the final grade awarded.

# 3.1.4.10. Do you distribute informative brochures about the implementation of the ECTS system?

There are no such brochures, as the Hellenic Army Academy is still in the preparatory stage concerning its integration into the student exchange program. This kind of brochures will be of importance once the above integration has been completed.

#### 3.1.5. How would you judge the students' field training?

#### 3.1.5.1. Is field training available? Is it compulsory for all students?

As regards field training: The Academy's Undergraduate Studies Curriculum allows for greater student field training, in comparison to other Higher Education Institutions, due to its special professional structure and its relationship with the Ministry which controls its activities. Field training (and, specifically, practical military field training) is compulsory for all students.

As regards the proportion of field training and its uniformity: Field training is compulsory and is diversified depending on the year of study (educational level).

### 3.1.5.2. In the case of compulsory field training, how do you motivate the students further?

Motivation is directly associated with the assessment Cadets receive by the Academy's Officers, which relates to particular training units the former are examined on throughout the academic year. It has to be mentioned, after all, that the Academy's Officers will become their future supervisors in their work field.

## 3.1.5.3. How is field training organized in your Department? How long does it last? Any specific internal regulations?

Field military training takes place three times within the academic year, according to the following schema:

- a. Autumn field training, approximately every September.
- b. Winter field training, approximately every February.
- c. Summer field training, approximately every June.

As regards organization: The structure of Cadet field training is organized by the Academy's Officers, in cooperation with the Army General Staff. In every field training period, Cadets are assessed by the Academy's Officers on specific training units. The exact duration of each field training period depends upon the broader undergraduate studies curriculum, as designed every academic year.

# 3.1.5.4. Any particular difficulties that the Department faces with respect to the organization of student field training?

No difficulties whatsoever.

3.1.5.5. Which are the specific skills / areas of knowledge that field training aims at cultivating? Are you satisfied with its results? How successful is the integration of trainees into the environment of the educational body responsible for their training?

With respect to the skills and areas of knowledge that field training aims at cultivating, and with respect to the integration of trainees into a new environment, it has to be said that field training is primarily organized by the Academy's Officers and aims both at familiarizing Cadets with their broader work field, and at cultivating the required professional skills. As a result, the response of Cadets is more than satisfactory.

### 3.1.5.6. Is the students' object of work during the field training linked to the undertaking of an undergraduate dissertation?

The undergraduate dissertation topics (see Table 11, the undergraduate dissertations undertaken in the year 2013-2014) are part of the general HAA Undergraduate Curriculum, and, as a result, they are generally linked to the cadets' future professional activity, rather than just their field training.

# 3.1.5.7. Does the student field training create opportunities for future employment of graduates?

The cadets' employment is safeguarded, and is independent of their field training. The overaching body, namely the Army General Staff, can appoint each HAA graduate in the most appropriate post, by taking into account the graduate's total qualifications (graduation order, etc.), as well as optionally, his/her dissertation topic.

# 3.1.5.8. Is there an interconnection network for the Department with social, cultural or productive bodies aimed at the students field training?

The only necessary and actual interconnection is between the HAA and the Hellenic General Army Staff.

# 3.1.5.9. What inititatives does the Depertment take in order to create employment opportunities (at local, national and European level)?

This does not fall into the Academy's domain of responsibilities; rather, it is a responsibility of the Hellenic General Army Staff.

# 3.1.5.10. Is there a close collaboration between the Department's teaching staff/supervisors and the representatives of the organization executing the field training?

The military field training is jointly organized by the HAA and the Hellenic General Army Staff. The latter is in constant collaboration with the HAA, knowing the demands in the cadets' future field of employement, and taking into account the ever changing professional challenges they are bound to face. The HAA adapts its Curriculum to the new parameters in line with its potential and in collaboration with the Hellenic General Army Staff.

# 3.1.5.11. Are their specific prerequisites and conditions concerning the Department's collaboration with the organizations responsible for executing the field training? What are they?

As mentioned previously, the collaboration, communication, prerequisites and conditions are jointly developed by the HAA and the Hellenic General Army Staff in the benefit of the cadets' education.

#### 3.1.5.12. How are the student trainees monitored and supported?

The HAA's contact with the trainees is immediate and continuous, because the cadets are accompanied by HAA officers during their military field training. The officers participate in the field training, directly monitoring the cadets' progress and offering them the necessary support.

### 3.2. Postgraduate Studies Programme<sup>4</sup>

#### 3.2.1. Title of Postgraduate Studies Programme

According to Law no. 5351/2014 Government Gazette 163<sup>A</sup>, the organization and operation of a Postgraduate Studies Programme has been approved

- Systems Engineering, and
- Applied Operations Research and Analysis, jointly undertaken by the Militay Sciences Department of the HAA and the Department of Production Engineering and Management of the Technical University of Crete.
- 3.2.2. Departments and Institutions participating in the Postgraduate Studies Programme.

The HAA and the Department of Production Engineering and Management of the Technical University of Crete agreed to organize an Interdepartmental Postgraduate Studies Programme in the following in the following discilines:

- α. Applied Operational Research and Analysis and
- **β. Systems Engineering)**

It was also agreed that the HAA will be responsible for coordinating the Programmes.

3.2.3. How do you assess the degree of correspondence of the Postgraduate Studies Programme to the Department's objectives and the needs of society?

The main aims of these Programmes are:

- a) To promote knowledge in the specific disciplines.
  - Operarations Research and Analysis allows us to arrive at optimal

- decision making, as the complexity of modern technological and management systems, renders their management by means of simple empirical processes impossible.
- The <u>Design</u>, <u>Management and Control of Such</u> Systems enables us to develop scientific training and know-how in a wide range of subjects, and calls for high level education and training of trainees. To develop research in scientific areas that are relevant to the Programmes.
- b) To produce specialized executives of the Armed Forces, who will be efficient in solving not only purely technical problems, but also in handling managerial and organizational problems.
- c) To take advantage of and upgrade the material and technical infrastructure of the collaborating Institutions, that will enable them to offer excellent education and practical training to their students.
- d) To achieve transfer of know-how between the two Institutions.
- e) To take advantage of the potential and experiences of the Technical University of Crete, in order for the two Institutions to offer postgraduate education in the specific areas of the two Programmes, which are characterized by special educational and research activity.
- f) To promote educational activity in the Higher Education Military Institutions in the benefit of Greek officers' life long education and training of.

The Postgraduate Studies Programme that are of immediate interest to the country's Armed Forced fully meet the criteria stipulated by the law governing University evaluation (law no 3374/2005 Government Gazette A 189). This law applies to Higher Education Military Institutions and ensures the completion of their educational mission, withtout any conflict with the mission of the country's Universities and Technical Universities.

It should be pointed out that the Postgraduate Studies Programmes of higher Education Military Institutions do not compete with those of Universities or Technical Universities. This is because they are focused on areas that are mainly of interest to the Armed Forces, which are not normally tackled by Universities and Technical Universities, and, by consequence, these areas are largely unexplored. As a result, this gap must necessarily be filled through the organization of Postgraduate Studies Programmes that are of benefit to the Hellenic Armed Forces.

## 3.2.4. How do you assess the structure, coherence and functionality of the Postgraduate Studies Programme?

#### The Postgraduate Studies Programmes in question are innovative and:

1) will not at all burden the state budget,

- 2) will create the appropriate and necessary conditions for the conduct of research in the Armed Forces,
- 3) they will help save money that, to date, have been spend on Greek officers' postgraduate studies abroad,
- 4) will yield income to the budget of the HAA,
- 5) will help promote the country at an international level
- 6) will create new employment posts, providing jobs to several young Greek scientists. In this way, they will contribute to battling unmemployment, without, at the same time, burdening the state's budget.

#### What is the duration of Studies?

The duration of studies is (4) academic terms. In the fourth term, students will write up their Postgraduate Dissertation.

#### 3.2.5. How do you assess the examination system?

Postgraduate students are not obiged to physically assist in classes, laboratories and other activities related to each course without fail, as attendance can also take place via <u>teleconference</u>. As a result, officers attending the Postgraduate Studies Programmes do not need to be absent from their work place and to be excused from their duties.

#### 3.2.6. How do you assess the funding of Postgraduate Studies Programmes?

The amount of fees is determined by the Special Interdeparmental Committee of the HAA and the Technical University of Crete at the beginning of each academic year. These fees do not burden the state budget because they are paid by the students enrolled in the Postgraduate Studies Programmes. At the moment, the cost of the participation of Hellenic Armed Forces officers in Postgraduate Studies Programmes abroad is very high, also taking into account the necessary absence of officers from their posts. As a result, the undertaking of such programmes by Higher Education Military Institutions will offer multiple benefits, both educational and economic.

#### 3.2.7. How do you assess the selection process for Posgraduate students?

Degree holders of recognized Greek and foreign Universities and Higher Education Military Institutions will be accepted. Last-year undergraduate students who will successfully complete their studies in June may apply for the Programmes.

The acceptance of students with degrees obtained in non-Greek institutions will be possible once they have submitted a formal accreditation of their title by the National Academic Recognition Center (DOATAP).

3.2.8. How do you assess the international dimension of the Postgraduate Studies Programme?

The syllabus of most courses in the two Postgraduate Studies Programmes is innovative and has not been taught, to date, in other Academic Institutions in Greece. This is because it is directly linked to modern topics of a military interest, which promote scientific research in critical areas of Military Science.

Moreover, it is not possible to include these syllabi in the Postgraduate Studies Programmes of other Univiersities, since they have clearly different scientific orientations. On a final note, the course syllabi of Postgraduate Studies Programmes are constantly updated following the most modern Postgraduate Studies Programmes of top Military Academies in the world.

### 3.3. PhD Programme

3.3.1. How do you assess the degree of correspondence of the PhD Programme to the Department's objectives and the demands of society?

There is no PhD Programme so far.

3.3.2. How do you assess the structure of the PhD Programme?

See 3.3.1

3.3.3. How do you assess the examination system?

See 3.3.1

3.3.4. How do you assess the selection process for candidate doctors?

See 3.3.1

3.3.5. How do you assess the organization of seminars and lectures?

See 3.3.1

3.3.6. How do you assess the international dimension of the PhD Programme?

See 3.3.1

### 4. Evaluation of Teaching

### 4.1. How do you assess the efficiency of the teaching staff?

The evaluation processes that are in full agreement with the legal framework in force concerning quality assurance in higher education, offer the tenured academic staff the possibility to assess the efficiency of their teaching work, to document the related findings via both quantitative and qualitative indices, and to recommend corrections and improvements. The documentation of the elements stipulated by the evaluation process is completed this year for the fourth time (4 academic terms). At the same time, the HAA has completed all necessary procedures leading to the publication of the Presidential Decree concerning the Evaluation. More specifically:

### 4.1.1. Is there an evaluation process of the teaching staff by students? How is it applied?

The teaching staff is evaluated by cadets every academic term through relevant questionnaires, following the HQA's templates. The questionnaires are completed anonymously at the end of the academic term. The cadets are asked to complete the questionnaires in electronic form in the Informatic Technology labs. The questionnaires have been uploaded in digital form on 'moodle', HAA's internet platform of digital education.

The Information Technology of the Mathematics and Engineering Sciences Division in collaboration with the HAA Information Technology Research Bureau, have developed an information system for the management of data relating to the evaluation of teaching staff by cadets on the asynchronous learning digital platform, according to paragraph 4 article 14, law no 4009/11.

### 4.1.1.1. Evaluation process of teaching staff by the cadets

There is a single questionnaire for all courses, which covers both the theoretical and the laboratory parts of the courses. The questionnaires are completed by the cadets and are anonymous. Each cadet acquires a random username and password, which provide him/her with access to the system for the completion of questionnaires.

This method ensures that the following criteria are met:

- 1) Cadet anonymity
- 2) Uniqueness (a single questionnaire submission per cadet per course)

#### 4.1.1.2. Implementation process

Each course is uploaded on the digital learning platform with information on the academic term, the instructor in charge, and the date. The employees of the Information Technology lab quickly explain the aim of this, as well as the procedure to be followed. They explain the anonymity of the questionnaire-completion process, as well as the constraints automatically imposed by the system, such as the constraint that only courses that have already been taught may be completed, the randomness of the acquisition of the cadet name and password pair, as well as the impossibility of a repeat use of this pair. They answer possible requests for clarifications by cadets, and they leave the Information Technology lab. They come back 20 minutes later, and ask the cadets to save their questionnaire on the system. On completion of the procedure, they system automatically destroys the «username» / «password» pair, and impedes a future reproduction. The system automatically performs a statistical analysis, and the total result is exported to a spreadsheet and is saved on the system in encrypted form. The Data Management Committee of the Internal Evaluation Team has access to these results using a specific password. The data management amounts to calculating the percentages of answers to each question for the total class.

### 4.1.1.3. Progress Reports for Courses and Teaching Staff

The questionnaires for course progress reports and teaching staff progress reports are completed by the members of teaching staff, and are submitted in electronic form to the Data Management Committee of the Internal Evaluation Team.

#### **4.1.1.4.** Use of the results by members of the teaching staff

Each member of teaching staff uses the cadets' assessment in order to understand the latter's perspective, expectations and needs. As a result, memebrs of teaching staff adapts, as much as possible, his/her teaching methods and whole potential, so as to improve the educational process in the benefit of cadets.

### 4.1.2. What is the average weekly workload of the Department's members of academic teaching staff, according to their responses?

The average weekly workload of the Department's members of academic teaching staff is documented in the following table (Table 16). The first row identifies the total instuctors by academic rank (3 Professors, 13 Associate Professors, 7 Assistant Professors, 8 Lecturers, 30 Tenured teaching staff and 64 non-tenured contract lecturers). Under each rank, there are the responses provided to the following questions:

- 3) «What is your academic rank?»
- 4) «How many teaching hours have you taught per week this term (winter term 2013-2014)?»

Below you can see the average of teaching hours per academic rank:

Table 16: Average teaching hours per academic rank

	Professor	Associate Professor	Assistant Professor	Lecturer	Tenured Teaching Staff	Non- tenured Contract
						Lecturers
TEACHING STAFF	3	13		8	30	64
RESPONSES	0	6	6	4	16	27
	Professor	Associate	Assistant	Lecturer	Tenured	Non-
		Professor	Professor		Teaching	tenured
					Staff	Contract
						Lecturers
Responses		_	Teaching Ho		1	
Response 1		9	12	12	16	9
Response 2		8	12	6	8	12
Response 3		15	6	5	8	14
Response 4		9	8	8	10	12
Response 5		5	8		2	11
Response 6		8	10		8	10
Response 7					12	2
Response 8					10	10
Response 9					14	10
Response 10					12	12
Response 11					14	10
Response 12					13	12
Response 13					13	14
Response 14					8	14
Response 15					12	13
Response 16					16	13
Response 17						1
Response 18						10
Response 19						6
Response 20						9
Response 21						4
Response 22						12

Response 23						4
Response 24						8
Response 25						8
Response 26						10
Response 27						9
<b>Total Hours</b>	0	54	56	31	176	270
Average		9	9.33	7.75	11	10
Sum Tota	l Hours	587				

## 4.1.3. What is the weekly average teaching workload resulting from the total teaching hours?

Academic education at the HAA has a duration of 8 terms (4 years), during which teaching occurs from Monday to Thursday. Each day consists of 6 teaching periods, spanning from 8:30 am  $\dot{\epsilon}\omega\varsigma$   $\tau\iota\varsigma$  13:40 pm. Following the Scheduling Diagram for the Department's Academic Education (See Appendix 4), the current academic year (2013-2014) comprises 12 weeks (corresponding to 45 days of classes) for the winter term for years 2, 3  $\kappa\alpha\iota$  4, while 1<sup>st</sup>-year cadets started their academic schedule two weeks later than the other cadets (they had 38 days of classes), because of the duration of their military training. Following 9 days of term exams in January and, subsequently, the period 22 January – 14 February 2014, which is devoted to military training for all cadets, the spring term began on 17 February and lasted for 14 weeks, plus 2/4 of week 15 (corresponding in total to 54 days of classes).

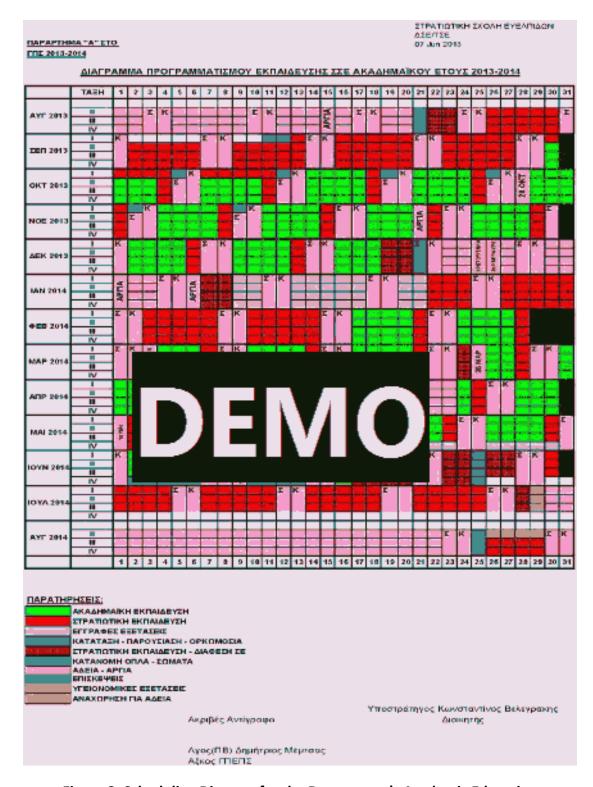


Figure 3: Scheduling Diagram for the Department's Academic Education

The total teaching hours during morning teaching in the two academic terms, without taking into account Physical Education courses that take place in the afternoon hours, are covered by the teaching staff of Divisions 1 -2- 3 (the 4<sup>th</sup> Division is that of Physical and Cultural Education) (Table 17).

Table 17: Teaching staff of Divisions 1-2-3 during academic year 2013-2014

Teaching staff of Divisions 1-2-3 teaching in 4 years during academic year 2013-2014						
	1 <sup>st</sup> D. Win.	1 <sup>st</sup> D. Spr.	2 <sup>nd</sup> D. Win.	2 <sup>nd</sup> D. Spr.	3 <sup>rd</sup> D. Win.	3 <sup>rd</sup> D. Spr.
Professors	2	2	0	0	1	1
Associate Prof.	6	6	1	1	3	3
Assistant Prof.	4	4	0	0	3	3
Lecturers	6	6	1	1	1	1
Tenured Academic Staff	5	5	5	5	3	3
Non-tenured contract lecturers	20	21	4	4	20	27
TOTAL	43	44	11	11	31	38

The following number of hours was taught during winter term, as in the table below (Table 18):

Table 18: Number of hours taught during winter term of academic year 2013-2014

Year of Study	Winter term weeks/ total days	Total hours of classes in winter term	Total teaching hours
1	10 w.= 38 d	38 d x 6 hrs x 5 classes	1.140 hrs
II	12 w. = 45 d	45 d x 6 hrs x 5 classes	1.350 hrs
III	12 w. = 45 d	45 dx 6 hrs x 5 classes	1.350 hrs
IV	12 w. = 45 d	45d x 6 hrs x 5 classes	1.350 hrs
TOTAL			5.190 hrs

Winter term: 5190 hours / 85 members of teaching staff = 61.05 hours per member of teaching staff: 11.5 weeks. As a result, in the winter term, the average number of hours per member of teaching staff per week is 5.3 hours. Accordingly, the spring semester is analysed as following (Table 19):

Table 19: Number of hours taught in the spring semester of academic year 2013-2014

Year of	Spring term weeks/	Total hours of classes in	Total teaching
Study	total days	spring term	hours
1	14,5 w. = 58 d.	58 d. x 8 hrs x 5 classes	2.320 hrs
1	14,5 w. = 58 d.	58 d. x 8 hrs x 5 classes	2.320 hrs
Ш	14,5 w. = 58 d.	58 d. x 8 hrs x 5 classes	2.320 hrs
IV	14,5 w. = 58 d.	58 d. x 8 hrs x 5 classes	2.320 hrs
TOTAL			9.280 hrs

Spring term: 9280 hrs / 93 members of staff = 99.78 hours: 14.5 weeks

As a result, in the spring term, the average number of hours per member of teaching staff per week is 6.88 hours.

4.1.4. How many members of the academic teaching staff teach in the Postgraduate Studies Programme?

The postgraduate Studies Programme hasn't started yet.

4.1.5. Have any scholarships / teaching awards been established by the Department?

No

# 4.2. How do you assess the quality and efficacy of the teaching process?

Teaching is a system of organized activities aimed at the accomplishment of learning, not just through the plain diffusion of information, but, rather, by activating the student and developing his/her skills. The HAA's high performance in the questions of this unit are the result of the Academy's academic profile, which is characterized by the following:

- Internal discipline stemming from Military education
- The HAA members of staff aim at the active and constructive participation of cadets.
- ➤ 100% class attendance
- > 100% participation in the exams
- Obligatory study hours in the daily schedule
- ➤ Completion of studies in 4 years for the vast majority of students and expelling of those whose study exceeds 5 years.
- ➤ In case of failure in one or more courses, tutorials are offered to cadets during the summer.

The fact that success rates approach 100% in a number of courses, exam failure is recorded in proportionally very few courses may cause surprise to the external observer. However, this is due to the special characteristics of the HAA as discussed above.

# **4.2.1.** What are the teaching staff's recommendations for the improvement of teaching?

In the following table (Table 20) the teaching staff's recommendations about teaching are analytically presented:

Table 20: Teaching staff's thoughts and remarks about teaching

"Please ment		's thoughts and remarks about teaching y other thought/remark in connection to teaching at the HAA»		
Staff	Teaching Area	Comment		
member's Name	readining Area	Comment		
Karamanolh Vassilikh	Psychology	A discussion needs to be opened at Academic Assembly level for the maintainance of the reputation and high level of studies at the HAA		
Danh Spyridoula	Psychology	Members of teaching staff should be made aware of the time that the cadets are able to devote to studyng outside classes and about issues that may hinder their studying so that they can adapt their demands accordingly.		
Parh Anastasia	Strategy	I believe more assignments should be give to cadets, and the evaluation of these assignments should be recorded as part of their oral mark.		
Kaffes George	Sociology	The issue of replacement and updating of destroyed books should be solved.		
Kaimakamis George	Mathematics	Lack of textbooks is an important issue that must be deat with. E-note are helpful but they do not solve the problem.		
Michailidou Artemis	English	Although it has been mentioned repeatedly, the reinforcement of the Academy's library with more modern textbooks and the immediate repair of teaching rooms with problems (e.g. door knobs, humidity, projectors that are out of order, etc.) would significantly improve the teaching process.		
Manettas Stephanos	Leadership / Management	In addition, the fact that there are three alternative lists of exam questions per course in advance at the Secretariat to theDean and, on the morning of the exam, a draw is used to determine which exam questions will be used is completely useless. This should change immediately because it undermines the exam process, the member of teaching staff's personality, but also the institution that he/she represents.		
Spinoula Barbara	Greek Philology	1.Exam questions at the HAA, but also in the exams for NCOs wishing to be admitted at the HAA should be given by the teaching staff — examiner committee just before the actual exams and should not be kept days in advance. There is no need for keeping exam questions, and there is no transparent way to conduct the exams, other than the examiners' giving the exam questions on the day of the exam. Anything else, as is the case at the moment, leaves room for possible questioning of the transparency of the exam process.  2. Concerning the covering of the names of cadets on exam papers which will be in force as of the following spring semester exams, I propose that the exam paper corrector numbers the papers. Thus, when the names are uncovered and there is an alphabetical list of exam marks, there should also be a second, numbered exam marks table (according to the aforementioned numbering), in order for the marker to be able to check the validity of data in the Table.		
Mavropoulos Panagiotis	Strategy / War Theory	The classes of about 50 cadets are too packed.		
Stamoulis	Mechanical	I propose that it is important to establish specializations after		

Konstantinos	Engineering	the 2 <sup>nd</sup> term (or after the 4 <sup>th</sup> term at the latest), at least for the technological strands, following the paradigm of the Hellenic Air Force Academy, Engineers' Department.
		In addition, at least 12-13 full weeks of academic teaching should take place without fail, so that a sufficient part of the syllabus is covered in the various subjects.

### 4.2.2. Is there a process for updating the content content of courses and teaching methods?

«Did the syllabus correspond to the course objectives?»

#### See CHAPTER 10-11 «Cadet Questionnaire»

«Was the syllabus well-organized?»

### See CHAPTER 10-11 «Cadet Questionnaire»

«Did the teaching material used hep to better understand the subject?»

#### See CHAPTER 10-11 «Cadet Questionnaire»

We asked the members of teaching staff to briefly mention the ways of updating their syllabi. Their answers are recorded in table Table 21.

Table 21: Syllabus updating

	About Syllabus Updating					
	«Is there a procedure for updating yor course syllabus? What is it?»	Note down your				
		choice or choices				
1.	Integrating new material in the existing material: This new material	42 out of 63				
	may be one of the following: revised notes, bibliography, new	(66,66% of the				
	experimental exercises, internet material, audio-visual material, etc.	responses)				
2.	For general-foundation courses, their updating is mainly about the	25 out of 63				
	exercises-applications taught / introduction of new exercises and	(39,68% of the				
	accompanying handouts	responses)				
		44 + 562				
3.	In foreign language courses, both the syllabus and its yearly updating	11 out of 63				
	are oriented, to a certain extent, towards the demands of the	(17,46% of the				
	examinations of the Universities offering foreign language	responses)				
4.	certifications, in which the cadets participate on a voluntary basis.  We follow developments in the field and we try to incorporate new	8 out of 63				
4.	knowledge in the syllabus, or replace older knowledge with new	(12,69% of the				
	(Physical Education)	responses)				
5.	There is no book; there are notes that are updated and enriched:	6 out of 63				
J.	There is no book, there are notes that are appared and emiched.	(9,52% of the				
		responses)				
	«Are there new improved/eniched editions (not just reprints) of the	Note down your				
	textbooks distributed to the cadets for your courses (in the last two	choice				
	academc years?»					
	- There has been no improvement in the textbook over the last years.	23 out of 63				
	The teaching staff's notes are used as an additional teaching aid, and	(36,50% of the				
	are enriched yearly. (see. response 1 to the first question) /	responses)				
	- No. The extensive use of teaching aids in electronic form (e.g. pdf) is					

considered educationally much more effective. These aids may be easily updated, may have an interactive form, may allow for content search, comparative use, etc.				
G. Kaimakamis / Course: Decision-making methods and Negotiations	A book has been recommended but has not been bought.		but	
N. Zografopoulos / Course: Dynamic Systems (in set of electives)				
Irene Karanasios / Course: Decision Support System (Year IV)				

From the data presented in the previous table, one may conclude that the syllabi are updated on a regular basis. The teaching staff may or may not use updated texbooks. However, the majority of the teaching staff uses, to an important extent, additional teaching material, such a bibliography, parallel texts, press and internet material, presentation of films (educational films, documentaries, extracts from scientific discussions on related topics, etc.) . This material is supplemented and revised in every term, and contributes to the updating of the content of courses.

Syllabus updating is directly linked with the writing of new textbooks by HAA's teaching staff (see data included in Table 22), the publication of which is undertaken by HAA.

#### 4.2.3. What is the percentage of students participating in the exams?

This percentage reaches 100%. All cadets obligatorily participate in the final term exams, and it is not possible to transfer the course exam to another term. In case certain cadets are unable to participate in the term exams due to illness, leave of absence for recovery, or for a different serious reason, the Secretariat to the Dean arranges for the exam to take place on a specific date within a small period of time after the end of the examination period, and before the start of the Summer Educational Programme.

#### 4.2.4. What are the success rates of students in the exams?

«I systematically respond to written assignments / exercises»

#### See CHAPTER 10-11 «Cadet Questionnaire»

«I systematically study the syllabus»

#### See CHAPTER 10-11 «Cadet Questionnaire»

«I devote to studying for the specific course per week: 1= <2 Hours, 2=2-4 Hours, 3=4-6 Hours, 4=6-8 Hours, 5= >8 Hours»

### See CHAPTER 10-11 «Cadet Questionnaire»

#### 4.2.5. What is the procedure for re-examined students?

The cadets who failed in the exams and are due for a re-examination are those who did not achieve a performance of 50% or more. There is no possibility to transfer examination of a course to a future examination period. As a result, the cadets who definitely fail and are due to repeat the same year of study, fall within one of the following three categories ( See HAA Organization Document):

- Those who collect less than 95% of the base credit in the term courses (60 is the base credit, while 100 is the top score).
- Those who receive less than fifty (50) in the August re-examination in any course. There is no possibility for the cadet to be re-examined more than twice and, also, to "transfer" the re-examination to a different term.
- Those who exceed the limit of absences

The repeat of a year of study is not allowed to occur more than once during the four years of study. If the conditions of failure in the exams re-occur for the same student, which would otherwise lead to the repeat of the year of study, the student is automatically expelled from the Academy (See HAA Organization Document).

The total credits for each academic year are the sum total of credits for each of the courses (of both academic and military education), of the cadet's qualifications and his/her conduct (See HAA Organization Document). The qualifications credits arise from the marking of various performances-skills: health condition, heightweight proportion, ethical skills, penalties and total behaviour (See HAA Organization Document).

In the table below (Table 22), we provide data about the exam performance of Cadets of all years (I, II, III  $\kappa\alpha\iota$  IV) in the academic years 2007-2008 up to the winter term of 2013-2014.

Table 22: Table of re-examined and rejected cadets per year of study for the years 2007-2008, 2008-2009, 2009-2010 and 2010-2011, 2011-2012, 2012-2013, 2013-2014 (WINTER TERM)

Academic Year 2007-	Total	Re-	Re-	Rejected	Rejected%
2008	Students	examined	examined%		
Year of Study I	247	39	15,7	0	0
Year of Study II	225	23	10,2	0	0
Year of Study III	226	9	0,3	0	0
Year of Study IV	279	0		0	0
TOTAL	977	71	7,2	0	0
Academic Year					
2008-2009					
Year of Study I	238	30	12,6	4	1,6

Year of Study II	235	7	2,9	2	0,8
Year of Study III	220	20	9,09	1	0,4
Year of Study IV	224	0		0	
TOTAL	917	57	6,2	7	0,7
Academic Year				)	
2009-2010					
Year of Study I	257	17	6,6		
Year of Study III	232	35	15,08		
Year of Study IV	218	0			
TOTAL		52		1	
Academic Year					
2010-2011					
Year of Study I	287	12	4,1	2	0,6
Year of Study II	251	11	4,3		
Year of Study III	232	12	5,1		
Year of Study IV	232	0		0	
TOTAL	1002	35	3,4	2	0,1
Academic Year					
2011-2012					
Year of Study I	228	10	4,3	2	
Year of Study II	281	12	4,2		
Year of Study III	249	15	6,02		
Year of Study IV	20	29	12,6	1	
TOTAL	988	66	6,68	3	
Academic Year					
2012-2013					
Year of Study I	242	46	19,008	1	
Year of Study II	227	45	19,8		
Year of Study III	277	22	7,94		
Year of Study IV	249	10	4,01	1	
TOTAL	995	123	12,36	2	
Academic Year					
2013-2014 (only					
winter term)					
Year of Study I	221	25	11,31	1	
Year of Study II	240	45	18,75		
Year of Study III	225	16	7,11	1	
Year of Study IV	277	10	3,61		
TOTAL	963	96	9,96	2	

#### 4.2.6. What is the average degree mark?

Below, we present a table of HAA graduates in the last 4 academic years. The table includes the total number of 4-year cadets that graduate per year. Please note that all 4-year cadets graduate. The table also lists the average degree marks per year.

Table 23: Table of graduates for years 2008, 2009, 2010 and 2011 with the mark average per year

A. Graduation Year	B. Total graduates	C. Mark Average
2007-2008	279	88,71
2008-2009	224	84,42
2009-2010	218	82,63
2010-2011	232	80,51
2011-2012	230	80,76
2012-2013	249	79,40
2013-2014	277	81,29

#### 4.2.7. What is the average duration of studies for the acquisition of a degree?

It has already been mentioned that a cadet cannot repeat more than one academic year (see HAA Organization Document). Accordingly, the longest possible duration of studies for the acquisition of the degree is five years (4 regular years of study + 1 year that the cadet may be asked to repeat). As a result, the average duration of study is 4 years, since the cases of cadets who must prolong their studies by the one and only permissible year are minimal.

#### 4.2.8. What specific teaching methods are used?

Table 24 includes the responses we received from 63 members of teaching staff at HAA. Each member of teaching staff was able to mention more than one of his/her adopted teaching methods. The methods have been classified according to the responses given concerning teaching method(s) in HAA in 2012, and were given to the members of teaching staff in the form in which they are presented in the table. In the table, the methods are presented according to order of preference / application at HAA:

Table 24: Teaching methods adopted by members of teaching staff at HAA

	ON TEACHING METHODS	
	«Please mention in brief the teaching methods that you adopt as members of teaching staff»	Note down your choice or choices
1	I use audiovisual means / projector slides / presentations (text, maps, images, etc.) via PowerPoint / presentation of film (video, documentaries, animation) / use of DVD with subsequent analysis of topical cases	37 members of teaching staff (58,73% of the responses)
2	I use the student-centred method, aiming at the active participation of students, the interaction among students / I sue communicative teaching methods (in English as a Foreign Language Teaching) /analysis of case studies	31 members of teaching staff (49,20% of the responses)
3	Use of student assignments (group or individual)	31 members of teaching staff (49,20% of the responses)
4	I use a combination of the traditional method, and, to a lesser degree, the participatory/communicative method / on certain occasions classic methods, while, on others, via modern (audiovisual) means / oral presentation taking notes on the blackboard/whiteboard, and dialogue with the cadets to ensure comprehension of new material	25 members of teaching staff (39,68% of the responses)
5	[In the lab] The dislay and simulation methods were used / the cadets carry out experiments using the lab equipment and, subsequently, they write a relevant assignment	19 members of teaching staff (30,15% of the responses)
6	The methods of a) enriched lecturing, b) questions and answers, and c) work groups were used	10 members of teaching staff (15,87% of the responses)
7	Lecturing	8 members of teaching staff (12,69% of the responses)
8	I normally use the teacher-centred method (in Physical Education)	6 members of teaching staff (9,52% of the responses)
9	I use the Herbart method	3 members of teaching staff (4,76% of the responses)
10	I use the Dewey method (Learn by Doing)	3 members of teaching staff (4,76% of the responses)

#### **4.2.8.1.** What are the results of the above table of teaching methods?

Table 24 Table 24 shows the members' of teaching staff orientation towards student-centred approaches, and their attendant distancing from teacher-centred methods. Both in theoretical and in laboratory courses, many members of staff use modern technology (film presentation, computer software such as powerpoint, audio material, etc.) with the aim of arousing the cadets' interest. In the cadets' evaluation of members of teaching staff and courses, the cadets express themselves positively about the use of these modern means, and they point out that these have managed to attract their interest.

Occasionally, modern technologies are also used by members of teaching staff who state that they generally rely on classic methods and/or lecturing. More specifically, eight (08) members of teaching staff rely on lecturing. Yet, it is worth noting that none of these members of staff use lecturing exclusively, but, rather, partially and in combination with other methods.

The aforementioned effort of members of teaching staff to activate the cadet's interest is also recorded in several members' use of student-centred teaching methods, rather than using the traditional approach that puts the teacher in the centre, and is focused on mere transfer of knowledge from the teacher to the student. In the framework of the student-centred approach, the students' participation is pursued by asking students questions, and encouraging them to participate in discussions of topics that arise in the course of the class. This is also the case in cases where the class takes place partly in lecture form. The cadet is encouraged to think about the topic and formulate his/her point of view, the expression of which leads to constructive conversations that help develop group and collaborative spirit, and which promote dialogue as a value.

«Does the member of staff organize the presentation of the course syllabus well?»

#### See CHAPTER 10-11 «Cadet Questionnaire»

«Does the member of staff succeed in arousing the cadets' interest?»

#### See CHAPTER 10-11 «Cadet Questionnaire»

«Does he/she enourage students to ask questions and develop their own judgement?»

#### See CHAPTER 10-11 «Cadet Questionnaire»

Members of staff were offered the opportunity to refer to further teaching methods. According to their responses:

- ➤ In the Physical Education course, the cadets' active participation in teaching as aids and evaluators of the performance of their fellow students is additionally applied. The cadets' participation is apparently part of the Practical Method, the Mutual Method, and the No-Exclusion Method, all of which are easily applied and effective in Physical Education. Below, we cite the relevant bibliography:
  - Moston, M. and Ashworth, S. (1994). Teaching Physical Education.
     New York: McMillan.
  - Greek Ministry of Education and Religious Affairs, Pedagogical Institute. Goudas, M., Chasandra, M., Papacharisis, B. and Gerodhmos, B. (2006). Physical Education (1st' High-School Grade). Teacher's Book. Athens: Greek Publishing Organization for Educational Books (OEDB).

The cadets are provided with free finite element simulation software (Bridge Designer – LISA FET), in the framework of the Engineering Course

and in the area of constructions.

### 4.3. Who do you assess the organization and application of teaching?

### 4.3.1. How are students notified of the course syllabus at the beginning of the term?

The course syllabus is posted on 'Moodle', the asynchronous education platform, at the beginning of each term. It is also often posted in the classrooms. The Studies Curriculum is also posted on the HAA web page, and is accessible to anyone interested. The Studies Curriculum also includes the objective of each course. Examinations, in their various forms, constitute the main means of assessing the accomplishment of learning objectives. The timetable is observed to a satisfactory degree (compared to the other Higher Education Institutions), and occasional losses of teaching hours are covered with ad hoc classes.

#### 4.3.2. Are the learning objectives and expected outcomes of courses described?

The cadets are made aware of the learning objectives and expected outcomes by the Studies Curriculum, where there are detailed descriptions of the courses taught. Learning objectives are also discussed during the first lesson in each term, in order for students to be able to understand, right from the start, the content and demands of each course. The collection of course progress reports entailed a more systematic effort to lay down learning objectives in detail.

«Where the course objectives clear?»

### See CHAPTER 10-11 «Cadet Questionnaire»

# 4.3.3. Is there a measurement procedure for the accomplishment of the learning objectives of courses?

#### **4.3.3.1.** Continuous assessment of the accomplishment of learning goals

The term "assessment" would be preferable to that of "measurement", since the latter is normally associated with mathematical data. The assessment of the accomplishment of learning goals is continuous. Each and every meeting and communication between student and member of teaching staff, the cadets' oral examination, the effort to reinforce their participation and the constant monitoring of their comprehension of the material taught, all these are part and parcel of the assessment procedure for the accomplishment of learning goals.

# 4.3.4. Is there a measurement procedure for the accomplishment of the learning objectives?

Yes, there is a measurement procedure, namely the conduct of written examinations (section **3.1.3**).

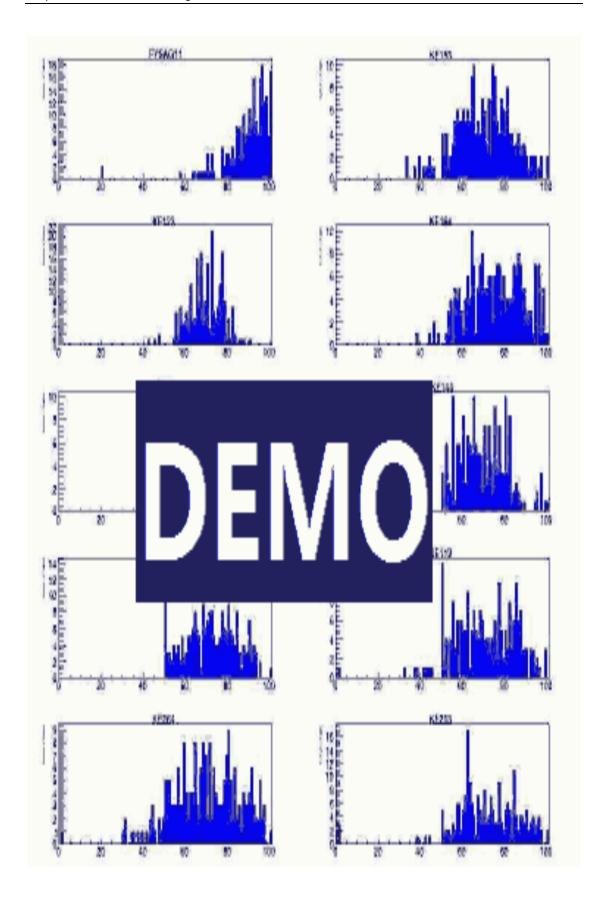
«How do you assess the examination system?»

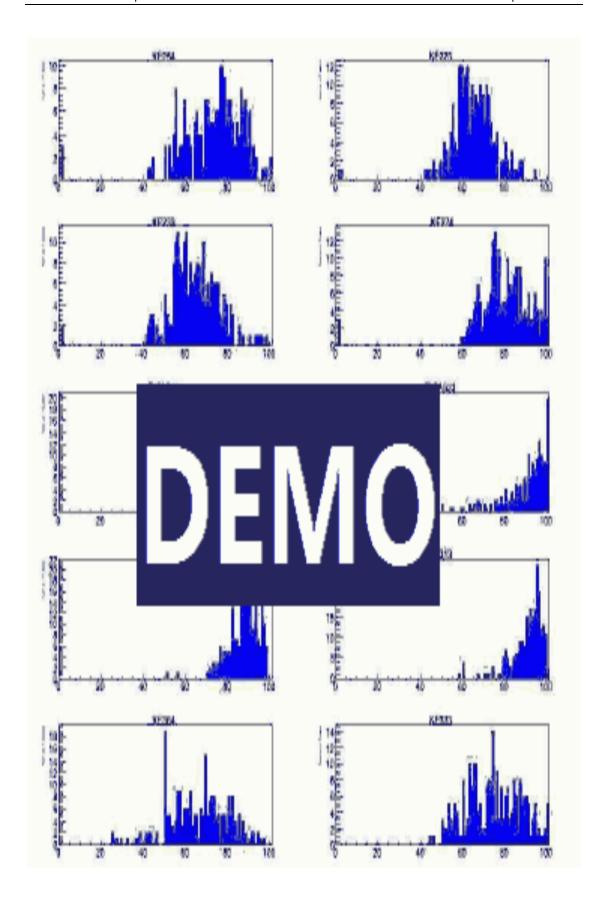
#### (See CHAPTER 10-11 «Cadet Questionnaire»)

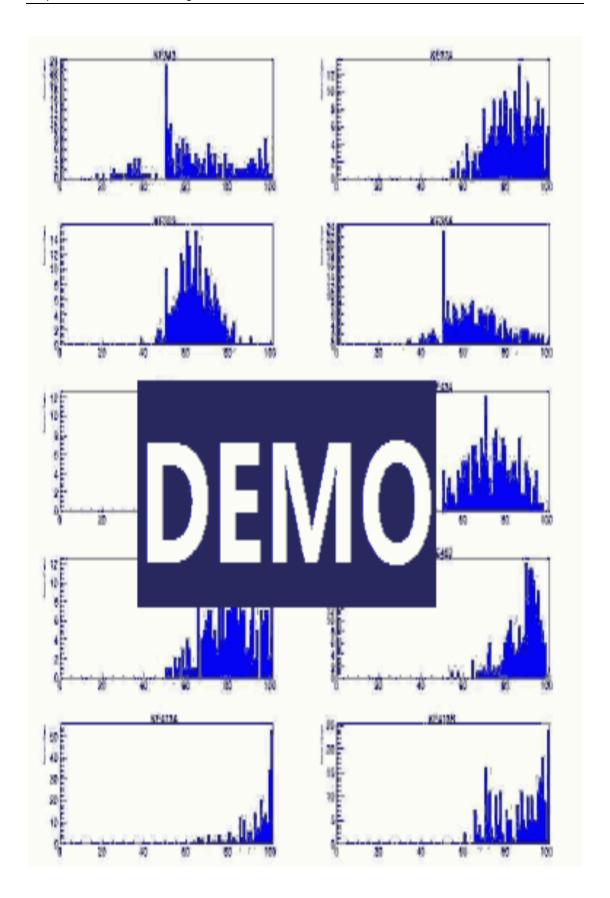
More specifically, the question «Is there an assessment procedure of the examination process? »

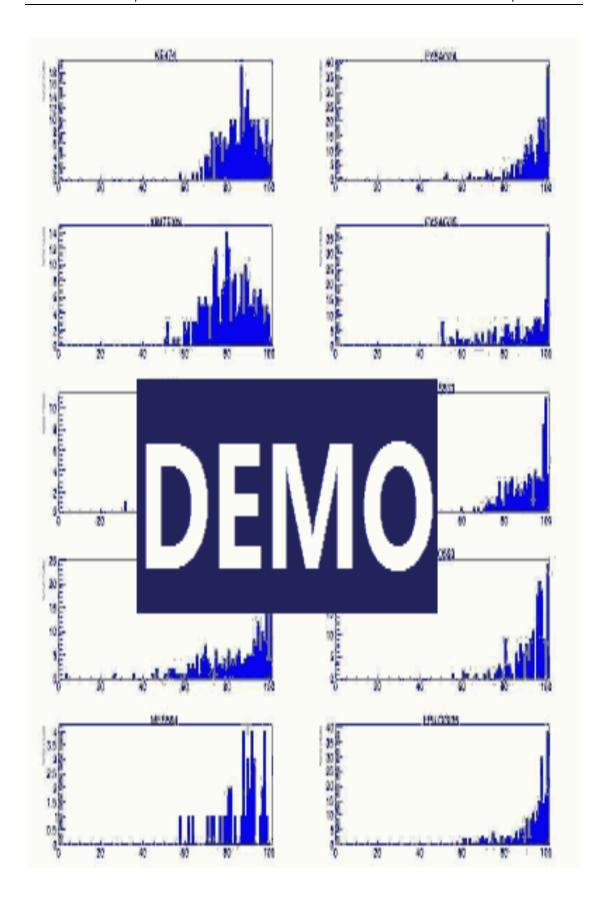
### (See CHAPTER 10-11 «Cadet Questionnaire»)

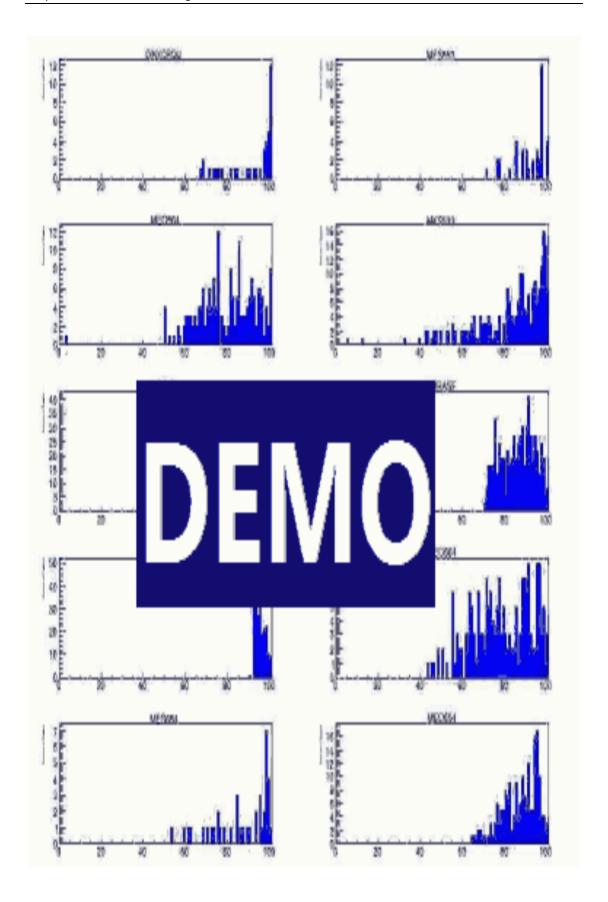
The Diagrams below give a clear picture of the statistical data about the cadets' marks and their distribution.

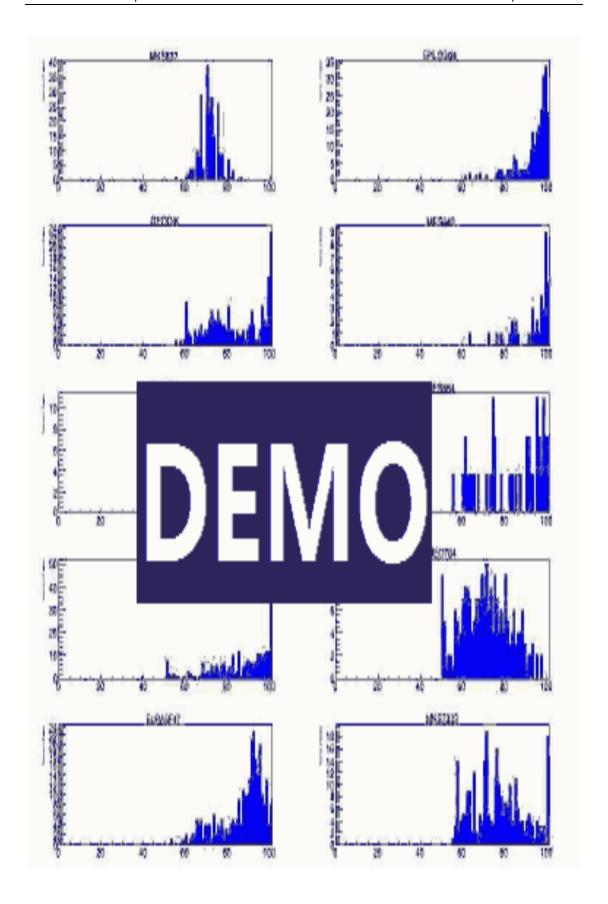


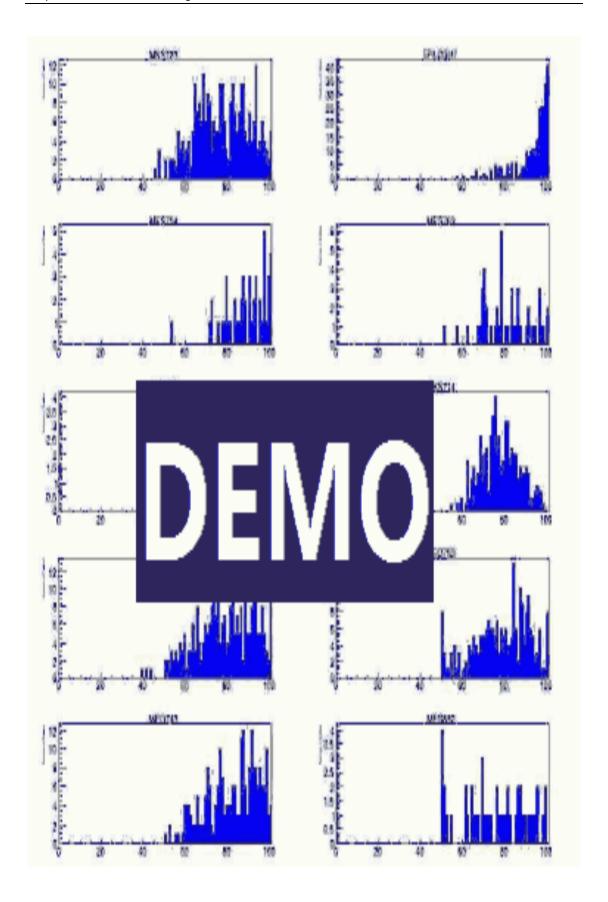












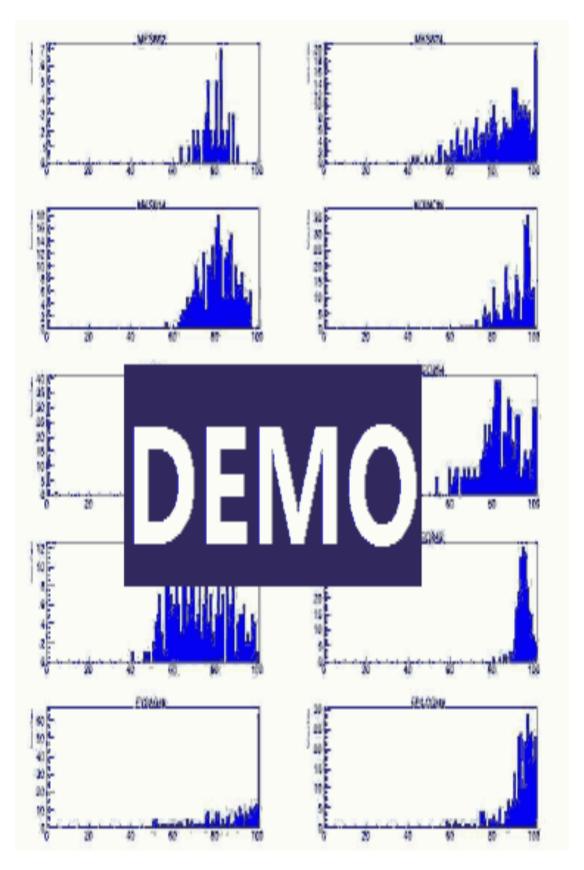


Figure 4: Distributions of Final Grades per Course

The tables with the cadets' marks that were uploaded and available on 'Moodle' were used as input data for the creation of these diagrams.

#### 4.3.5. To what extent is the daily academic timetable complied to?

Compliance to the academic timetable is very high. This is evident from all records kept by the Department secretary and from the opinions and comments expressed by the cadets themselves when asked whether "the instructor was punctual and consistent in all his teaching responsibilities". See Chapter 10-11 "Cadet Questionnaire".

The annual programming of all academic activities is published and made known to all members of the academic staff at the beginning of each academic year.

### 4.3.6. Are the organization and structure of the academic timetable rational?

The organization and the structure of the academic timetable corresponds to cadet needs while continuous efforts are made for improvements.

# 4.3.7. How many and which of the basic introductory courses are taught by higher level professors?

The basic introductory courses are taught by tenured academic staff (DEP), by tenured teaching staff (EEDIP), and non-tenured contract lecturers (PD 407/80) . (See 3.1.2.1 Table 1-Academic Curriculum)

# 4.3.8. How many members of the academic staff teach courses irrelevant to their academic field and specialization?

All members of tenured academic staff and teaching staff teach courses relevant to their fields, as can be noted on Table 25 (Coursebooks/Textbooks Used in the Undergraduate Academic Curriculum). Other non-tenured contract lecturers are hired by HAA after careful selection from among qualified candidates of the academic fields in request.

# 4.4. What is your opinion of the academic teaching materials and textbooks used at HAA?

#### 4.4.1. Types and number of academic teaching materials distributed to cadets.

"How satisfactory do you find the course books/notes used?"

See chapter 10-11 "Diagrams of cadet questionnaires"

Internal Evaluation Report – HAA September 2014

The teaching materials/books used in HAA are listed in the table below (Table 25).

Table 25: Course books/Textbooks used in the Undergraduate Academic Curriculum (Academic Year 2013-2014)

			Courses i							emic Curriculum (2013-2014)							
Acad	Academic	Cour	Member's	Hou	(A)	Lectu	res ,	, (E) Lab	s,	Textbooks Taught	Use	Use	Nu	Num	Num	Eval	Eval
emic	Courses per	se	Name, Position, Academic Courses	rs	(II)	Simu	latoı	r, (Γ)			of	of	mbe	ber of	ber of	uat	uat
Seme	semester	code	Taught	Tau	Ath	letic 1	field	s , (Λ) e	tc.		Mul	Edu		Stude	Stude	ed	ed
ster				ght							tipl	cati	Stud		nts	fro	fro
				per							е	ona		who	who	m	m
				We							Bibl	I	who	atten		the	the
				ek							iogr	Me	atte	ded	eded	stu	inst
				per							aph			in the			
				me							У	(YE	d	exam	_	ts?	or/s
				mb								S/N		S	al	(YE S/N	?
				er of							/NO	0)	cour		and repea	-	S/N
				staf							'		36		ted	0,	0)
				f											exam		0,
															S		
					Δ	Е	П	Г /	١						_		
		1									1			I			
!st Ser	nester																
Arms		KE11	1. Tompros Nikolaos	(1.)	3					1.Nikos Tompros, From New Hellenism to the	YES	YES	222	221	221	YES	YES
/Corp	Modern Greek	3	Lecturer	8						Independent Greek State (1453-1832), Athens				(ένας			
s 1	History		Political History							2013				παραι			
				(2.)						2. Dimitris Malesis, Modern Greek History,				τηθεί			
				7						(1833-1897) Athens, 2011				ς)			
	Constitutional	KE12	Tsimaras Konstantinos	15	3					1. Ant. Panteli, Constitutional Law	YES	YES	222	221	221	YES	
Arms	Law	3	Assistant Professor							2. K. Mavria, Constitutional Law							
/Corp	Luvv									3. Instructor's notes							
s 1																	
Arms	War and	KE13	1. SpiNOula Barbara	(1.)	3					1. Anna –Maria Vidali, The Battles and the	YES	YES	222	221	221	YES	YES

/Corp s 1	Civilization (Ancient Historiography)	3	Assistant Professor Greek Literature Ancient Greek Language, Poetry of Emperor's Period  2. PaNOmitros Dimtrios Lecturer Greek Literature	7 (2.)				writings: the great battles in the writings of Greek Classicists. Vol. A, HAA Publ. Athens 2000 2. Vasilios L. Konstantinopoulos, Pericles' Epitaph: criticism and interpretation . HAA publ. Athens 2006							
Arms /Corp s 1	General Mathematics	KE14 4	Persephoni Kyriakouli     Assitant Professor     Mathematics      Nikolaos Zographopoulos     Associate Professor	(1) 12 (2.) 4	4			B. Papantoniou Synartisis Pollon Metavliton	YES		222	221	221	YES	YES
			3.Themistokles Rassias Professor EMP (PD 407/80)	(3.)					450					V-50	
Arms /Corp s 1	Computer Science and Information Technology in the Armed Forces	KE15 3	N. Doukas Assistant Professor Computer Science- Emphasis on Military Applications	(1.) 4	1	2		Instructor's NOtes, Internet References	YES	YES	222	221	221	YES	YES
Arms /Corp s 1	General Physics	KE16 4	Paraskevi Divari, Lecturer Contemporary Physics (Atomic- Nuclear Physics with specialization in Teoretical Atomic-Nuclear Physics of Low Energies)	(1.) 14 (2.)	2			A. Hartas and G. Kiriakaki Lectures in Physics Vol. 1,2 HAA Publ., Athens	NO	YES	222	221	221	YES	YES
	General Physics		1.Karafasoulis Konstantinos EEDIP II General Physics-Laboratories	12		2		A.G. Hartas and G.E. Kiriakaki Physics Laboratories, HAA Publ. Athens	YES	YES	222	221			YES
			2. Serris Mihail EEDIP II Atomic and Nuclear Physics Laboratories	(3)											

Internal Evaluation Report – HAA September 2014

			3. Mystkidis Ioannis EEDIP II General Physics-Laboratories	14											
Arms /Corp s 1	Foreign Languages	<b>;</b>													
Arms /Corp s 1	English	KE 174	Haldoupis Vasilios PD407	8	4			Works and Notes of HAA English Languages members of tenured academic staff (DEP), tenured teaching staff (EEDIP) and NOn-tenured contract lecturers (PD 407/80)	YES	YES	40	40			
			Eleni Tsakiroglou EEDIP A- Foreign Languages	8			4	English Language Practice for B1 Learners (E.Hatziolou-E.Tsakiroglou)	YES	YES	4	4	4	NAI	YES
	English Language and Literature C1/C2	K E 174	1. Romoudi Stavroula EEDIP A- English Language and Literature  2. Hrisohoos Flora EEDIP A- Applied Linguistics/EFL, English Language and Literature	8			4	1.Michigan Proficiency Practice Tests Book 1 by G. Dandoulakis      2.English Language Practice for C2 Learners Part B by E. Hatziolou, E. Keramea, V.Chaldoupis	YES	YES	70	70	70	YES	YES
	English Language and Literature C1/C2	KE 174	Michailidou Artemis Assistant Professor English Language and Literature	2	4			English Language Practice for C2 Learners, by E.Hatziolou, E.Keramea & V.Haldoupis	NO	NO	130	130	130	YES	
			Keramea Evagelia EEDIP B English Language and Literature	8	4			Michigan Proficiency Practice Tests – Book 1, by G.Dandoulakis	YES	NO	43 (25 + 18) (2 δια φορ ετικ ά τμή ματ α)	43 (25 + 18)	43 (25 + 18)		YES
			Georginis Emmanouil Associate Professor	4			4		YES						YES

			English Language and Literature												
	French Language	KE	Stamatia Sophiou	(1)			4	1) Katranidou Fotini, vos clés Nouveau delf A1,	YES	YES	70	70	70	YES	YES
	and Literature	174	Associate Professor	4			-	éditions Katranidou, Athènes, 2009.	123	112	70	/ 0	/0	112	1123
	and Enterature	1,4	French Language and Literature					2) Katranidou Fotini, vos clés NOuveau delf A2,							
			Trenen Language and Literature					éditions Katranidou, Athènes, 2009 (Σημειώσεις)							
			Mahera Evagelia					3) Sophiou Stamatia, Français sur objectifs							
			Lecturer PD 407/80					spécifiques, niveaux A1-A2, Vari, 2013							
			French Language and Literature					4) Kryoni Catherine – Manetti (Maria Pia), <i>Prép à</i>							
				(2)				DELF, A1, A2 (Σημειώσεις)							
				4				5) Kaufmann, B1, B2, C1(Σημειώσεις)							
								6) PHONETIQUE- GRAMMAIRE- SYNTAXE DE LA							
								LANGUE FRANCAISE							
								7) TEXTES MILITAIRES							
Arms	Physical Education	n- Athle	etic Applications (afternoon)	•											
/Corp															
s 1															
	Athletic	-	1. Havenetidis Kon/nos	(1.		5			NO	YES	200	200			
	Applications		Associate Professor of Physical	-											
	( Taught in all		Education	14.)											
	semesters; the		2. Athanasopoulou Evagelia	8											
	course include		Volleyball Coach												
	Athletic Teams of		3. Ganvias Panagiotis												
	the Academy		EEDIP												
	comprised of		BasketballCoach												
	Cadets of all 4		4. Dimopoulos Chrisostomos												
	years.		Climbing Coach												
	Physical		5. Karagiannis Anastasios EEDIP												
	Education and		Target Coach												
	Athletic		6. Kremastiotis Pangiotis												
	Applications run		Classical Athletics												
	parallel		7. Leontaridis Kon/nos												
	throughout the 8-		Self Defence Coach												
	hour program.		8. Monastiriotis Nikolaos												
	Cadets who		Classical Athletics-Speed  9. Mouikis Gerasimos												
	choose to join Athletic Teams														
			EEDIP Fencing Coach												
	train 8 hours per		10. Nanakis Antonios												

	week, and do NOt need to participate in the regular Physical Education programme		EEDIP Classical Athletics-Endurance 11. Paleothodorou Dimitra Tennis Coach 12. Tsampoukos Antonios Classical Athletics-Track/Marathons 13. Charalampidou Evgenia											
			Volleyball Coach 14. Stoupakis Alexander Music Teacher-Chorus											
	Physical Education I	-	1. Douvis Andreas EEDIP Phys. Education  2. Platsas Georgios EEDIP Phys. Education  3. Smpokos EmmaNOuil Phys. Education  4. Kontodimaki Vasiliki EEDIP Swimming Coach  5. Kardaris Dionisios Associate Professor Greek Traditional Dances	(1. - 5.) 8			8	Kontodimaki Vasiliki and PaxiNOs TH. HAA Swimming textbook, HAA Publ. Athens 2001     PaxiNOs Th. Physical Education for Battle-Theory and Applications, HAA Publ. Athens 2010		YES	221	221		
			Greek Haditional Bullets											
2 <sup>nd</sup> Se	mester													
Arms /Corp s 2	Contemporary History	KE21 3	Tompros Nikolaos     Lecturer     Political History      Malesis Dimitrios     D 407/80	(1) 10 (2) 6	3			<ol> <li>Malesis Dimitris, Greek History (1897-1922), Athens 2010</li> <li>Tompros Nikolaos, Readings of Geek Midwar Period (1922-1940), Athens, 2011</li> </ol>	YES		YES	2 21 2 9 2 (έ ( να μ ς ι π α αρ	YES	YES

Arms /Corp s 2	Social Psychology	KE22 3			3						ν ε ο ε ι σ α χθ ε ί σ α )	αι τη θε ίς, δύ ο ασ θε νε ίς)		
Arms /Corp s 2	Enlightenment and New Greek Identity	KE23 3	PanOmitros Dimitrios     Lecturer     Greek Lierature      SpinOula Barbara     Assistant professor     Greek Literature     Ancient Greek, Poetry of Empirical     Period	7	3			Christodoulou G and Vidali A.M. Readings and Theoretical Approaches to Modern Greek Literature, HAA Publ. 1986	YES	YES	2 2 2	21 9		NAI
Arms /Corp s2	Statistical Methods and Stochastic Processes	KE24 3	1. Persephoni Kiriakouli Assistant Professor Mathematics 2. Karamatsoukis Kon/NOs Lecturer PD 407/80 3. Rassias Themistokles Professor EMP PD 407/80 4. Kaimakamis Georgios Assistant professor Mathematics	(1) 7 (2) 3 (ή 4?) (3) 4 (4)	3			Instructor's e-NOtes	YES		2 2 2	21 9	YES	YES

				1 (ή												
				2?)												
Arms /Corp s 2	Algorithms and Basic Computer Programming	KE25 4	N. Doukas Assistant Professor Computer Science with emphasis on Military Applications	(1.) 10 (2.)	2	2			Instructor's NOtes, Web- Information	YES	YES	2 2 2	21 9		YES	YES
Arms /Corp s 2	Contemporary Physics (Atomic-Nuclear)	KE26 4	Paraskevi Divari, Lecturer Contemporary Physics (Atomic- Nuclear Physics with specialization in Theoretical Atomic-Nuclear Physics of Low Energies)	(1.)	2				A. Hartas Atomic and Nuclear Physics, HAA Publ.	NO	YES	2 2 2	21 9		YES	YES
	Contemporary Physics (Atomic-Nuclear) I	KE26 4	1. Karafasoulis KonstantiNOs EEDIP II General Physics-Laboratories  2. Serris Mihail EEDIP II Atomic and Nuclear Physics Laboratories  3. Mystkidis Ioannis EEDIP II General Physics-Laboratories	14 (3) 12		2			A. Hartas & G.E. Kiriakaki Physics Laboratories, HAA Publ.	YES	YES	2 2 2	22 2			YES
Arms /Corp s 2	Foreign Languages		, ,		<u>I</u>		I	<b>,</b>		1						
Arms /Corp	English Language	KE27 4	Haldoupis Vasilios PD407	6	4				HAA English Division Lecture NOtes	NO	YES	4 1	41			YES
s 2		KE27 4	Eleni Tsakiroglou EEDIP A- Foreign Languages	4				4	English Language Practice for B1 Learners (E.Hatziolou-E.Tsakiroglou)	YES	YES	1 5	15		YES YES	
Arms /Corp	English language and Literature	KE27 4	1. Romoudi Stavroula EEDIP A- English Language and	8				4	Same as Semester 1 (continuation of the book units)	YES	YES	7 0	Ό λο	Όλοι		YES

s 2			Literature									ι		
	English Language LevelC2	KE27 4	2. Hrisohoos Flora EEDIP A Applied Linguistics/EFL, English Language and Literature Michailidou Artemis Assistant Professor English Language and Literature Keramea Evagelia EEDIP B	4	4			English Language Practice for C2 Learners,  Michigan Proficiency Practice Tests - Book 1	NO YES	NO YES	3 0 2	13 0	130	
		4	English Language and Literature					Same as Semester 1			5			
Arms /Corp s 2	French Language	KE27 4	i	(1) 2 (2) 6			4	1) Katranidou Fotini, vos clés NOuveau delf A1, éditions Katranidou, Athènes, 2009. 2) Katranidou Fotini, vos clés NOuveau delf A2, éditions Katranidou, Athènes, 2009 (NOtes) 3) Sophiou Stamatia, Français sur objectifs spécifiques, niveaux A1-A2, Vari, 2013 4) Kryoni Catherine – Manetti (Maria Pia), Prép à DELF, A1, A2 (NOtes) 5) Kaufmann, B1, B2, C1(NOtes) 6) PHONETIQUE- GRAMMAIRE- SYNTAXE DE LA LANGUE FRANCAISE 7) TEXTES MILITAIRES	YES	YES	7 0	70		YES
Arms	Physical Education - Athletic Applications- Sports Teams (AfterNOon)		Same as Semester 1	T	T	8			T					
_	Applications		James de Jemester 1											
s 2														
Arms /	Physical Education II	-	1. Douvis Andreas EEDIP	(1. -				Kontodimaki Vasiliki and PaxiNOs TH. <i>HAA</i>	NO	YES	2 4	24 6	246	

Corps 2			Phys. Education 2. Platsas Georgios EEDIP Phys. Education 3. Smpokos EmmaNOuil Phys. Education 4. Kontodimaki Vasiliki EEDIP Swimming Coach 5. Kardaris Dionisios Associate Professor Traditional Greek Dances	5.)			Swimming textbook, HAA Publ. Athens 2001 p.122  PaxiNOs Th. Physical Education for Battle-Theory and Applications, HAA Publ. Athens 2010, p. 201		6				
Seme ster													
	Sociology- Military Sociology	KE31 3	Kaffes Georgios, Associate Professor of Sociology with emphasis on Military Applications	10	2		Kaffes G. Lessons in Sociology Publ. Papazisi. Athens 2008 Kaffes, G. What is War. Sociology of Violence and War. Publ. Papazisi, Athens 2008	YES	2 4 0	24 2	240	YES	YES
	Psychology, Military Applications, Psychological Operations	KE32 3	<ol> <li>KaramaNOli Vasiliki Lecturer</li> <li>Dani Spiridoula PD 407/80</li> </ol>	(1.) 6 (+ 15 hou rs/ wee k at the Psy ch. Sup por t Offi ce for Cad	3		http://moodle2.sse.gr/moodle/course/view.php?id=30						

				ots)					1						
				ets)											
				(2.)											
				9											
Arms	Military	KE33	Sirmas N.	(1.)	3										
/Corp		3	PD 407/80	9											
s 3	Operations														
	Analysis of														
	Ground Sectors														
Arms	Technical Design-		Giorgos Toursounoglou	5		1		1. Giorgos ToursouNOglou <i>Theory and Exercises</i>	YES	YES	2	24	240	YES	
/Corp	Drafting of		Associate professor					of Technical Drafting HAA Publ. Athens 1992			4	0			
s 3	Military Building										0				
	Structures and							1. Giorgos ToursouNOglou NOtes with examples							
	Mechanical Parts							of Exercises and Solutions HAA Publ Athens							
								2013							
Arms		KE34	1. Triantafillou Dimitrios	(1.)	3			N.I. Daras , Differential Equations an	YES	YES	2	24	240	YES	
/Corp		3	Lecturer PD 407/80	13				Mathematical Theories of War, Vol. I, II			4	0			
s 3°	SCIENTIFIC		Applied Mathematics								0				
	COMPUTING														
	COMITOTING		2. Karamatsoukis Kon/nos												
			Lecturer PD407/80	(2.)											
Arms		KF35	1. Kolovos Kon/nos	(1)	2	2		Lectures	NO	YES	2	24	240	YES	
/Corp		4	Lecturer PD407/80	10	_	_		i) K. Sarantinou <i>Inorganic Chemical Technology</i>	1,0	123	4	0	240	123	
s 3	Chemical		Chemical Technology-Theory					HAA Publ. 2003, 172 pages			0				
	Technology		2. Karampela Maria,												
			Lecturer PD407/80	(2)				ii) K. Sarantinou <u>, Inorganic Chemical Technology</u>							
	Lectures/Laborat		Chemical Technology-Theory	10				EHAAPubl. 2007, 72 pages							
	ories		Laboratories					Laboratorio							
			3. Fragos-Livanios Leonidas					Laboratories  V. Sarantingu, Chamistry eversions for the							
			Lecturer PD407/80 Chemical Technology-Laboratories	(3)				K. Sarantinou, Chemistry exercises for the Laboratory							
			4. Skorda Konstantina	10				HAA Publ. 2005							
	1	l	corda Konstantina	1 -0	1			177717 457. 2005							

			EEDIP Chemical Technology-Laboratories 5. Paschalidou Sofia EEDIP Chemical Technology-Laboratories	(4) 14 (5) 14												
Arms /Corp s 3	Introduction to Military Electronics and Telecommunicati ons Systems Lectures / Laboratories	KE36 4	1. Kon/nos Votsis EEDIP Telecomunications, Radars, Electropticals, Electronic Warfare 2. Michalis Gargalakos EEDIP Telecomunications, Radars, Electropticals, Electronic Warfare 3. Theodoros Kostis EEDIP Telecomunications, Radars, Electropticals, Electronic Warfare 4. Rodoula Makri EDIP Telecomunications, Radars, Electropticals, Electronic Warfare 5. Christos Volos EEDIP	(2.) 10- 12 (5.) 16	2	2			Instructors' Notes	YES	YES	2 4 0	24 0	222	YES	YES
Arms /Corp s 3	Foreign Languages															
Arms /Corp s 3	Greek Language to Cadets from other Countries		Kazana Evagelia EEDIP     Greek Language and Literature     Kiriakidis Marios EEDIP     Greek Language and Literature	4	4				K. Arvanitaki, Communicate in Greek 3	YES	NO	1 0	10	10	NO	
Arms /Corp	English Language-	KE37 4		8				4	English Language Practice for B2 Learners (E.Hatziolou-S.Romoudi))	YES	YES	2 4	24	24	YES	

s 3	EFL														
			Chaldoupis Vasilios PD 407/80 English Language and Literature	4	4			ΣΥΓΓΡΑΜΜΑΤΑ ΚΑ	ΙΘΗΓΗΤΩΝ ΤΗΣ ΣΧΟΛΗΣ	NO	YES	1 5	15		YES
Arms /Corp s 3	English Language  EFL and English Literature Levels C1/C2		1. Rpmoudi Stavroula EEDIP A English Language and Literature 2. Hrisohoos Flora EEDIP A Applied linguistics/EFL, English Language and Literature	8			4	Military and Mana & Patrona, M., HA	iency Practice Tests – Book 1	YES	YES	6 5	65	65	YES
	English Language Levels C1/C2		Patrona Marianthi Assistant Professor English Language and Literature	4	4					YES	YES	1 9	19	19	YES
			Likourina Anna PD 407/80 English Language and Literature	4	4					YES	YES	3	33	33	YES
			Michailidou Artemis Assistant Professor English Language and Literature	4	4					NO	NO	1 5 0	15 0	150	
			Keramea Evagelia EEDIP B English Language and Literature	8	4					YES	YES	1 9	19	19	YES
			Markou Maria EEDIP English Language and Literature	8						YES	YES				YES
_	FRENCH LANGUAGE AND FRENCH FOR MILITARY PURPOSES	KE37 4	Stamatia Sophiou     Associate Professor     French Language and Literature      Mahera Evagelia     Lecturer PD 407/80     French Language and Literature	(1) 2 (2) 6			4	éditions Katranido 2) Katranidou Fotir éditions Katranido 3) Sophiou Stamati spécifiques, niveau 4) Kryoni Catherine DELF, A1, A2 (Σημε 5) Kaufmann, B1, E	ni, vos clés NOuveau delf A2, ιu, Athènes, 2009 (NOtes) iia, Français sur objectifs ux A1-A2, Vari, 2013 e – Manetti (Maria Pia), Prép à ειώσεις) 32, C1(NOtes) GRAMMAIRE- SYNTAXE DE LA	YES	YES	6 5	65	65	YES

	I		T		1	 1		1	T) TEVTEC AND ITAIDEC	I	1	1	1			
	Discrete d								7) TEXTES MILITAIRES							
	Physical Education-															
	Athletic															
	Applications-															
	Sports Teams															
	(Afternoon)															
Arms			See Ams/Corps				8									
/Corp	Applications		Semester 1													
s 3																
Arms		-	1. Karamaroudis Aristotelis	(1.					Kontodimaki Vasiliki and Paxinos TH.HAA		YES		24	242		
/Corp	Education III		EEDIP	<b>-</b> .					Swimming textbook, HAA Publ. Athens 2001			4	2			
s 3			Physical Education	5.)					p.122			2				
			2. Gdonteli Krinanthi	8												
			PD 407/80						Paxinos Th. Physical Education for Battle- Theory							
			Physical Education						and Applications, HAA Publ. Athens 2010, p. 201							
			3. Spartali Ioanna PD 407/80													
			Physical Education													'n
			4. Kostoulas Ioannis													'n
			EEDIP Physical Education													
			5. Vezos Nikolaos													
			PD 407/80													
			Physical Education													
			Swimming													
Seme																
ster																
<b>4</b> <sup>0</sup>																
***** /	Human	KE41	Pari Anastasia	10	1			100	tura Natas	YES	VEC	2	24		YES	
rms/		3	Lecturer	10	2			Lect	ture Notes	152	YES	2			YES	i
Corps 4	Resources Management	٥	Economics									4 0	0			
Arms		1	Tsiakalos Georgios	5	1			Loct	ture Notes			U				
_	Leadership		Associate Professor	٦	1			Leci	Luie Notes							
s 4	Leadership		PD 407/80													
3 <del>4</del>	l .		FD 407/00								ļ.					

									1						
Arms /Corp s 4	Military Geography Analysis of Ground Sector Operations II	KE42 3			2			Instructor's Notes							
Arms /Corp s 4	Topography- Satellite Telescopy Lectures and Laboratories	KE43 4	Koutsioumpas Achilleas     Army Major      Molivas Charalambos     Army Major	(1.) 10 (2.) 10	2	2		Instructor's Notes	NO	YES	2 4 0	24 0	240	YES	YES
Arms /Corp s 4	Quantitative Methods	KE44 4	, ,	1. 10 2. 5	3				YES	YES	2 4 0	24 0	239	YES	NO
Arms /Corp s 4	Technical Design- Drafting of Military Building Structures and Mechanical Parts	KE45 2	Toursounoglou Georgios     Associate professor      Alifragis Stavros     Lecturer PD 407/80	(1.) 10 (2.) 10		2		<ol> <li>Giorgos Toursounoglou Theory and Exercises of Technical Drafting HAA Publ. Athens 1992</li> <li>Giorgos Toursounoglou Notes with examples of Exercises and Solutions HAA Publ Athens 2013</li> </ol>	YES	YES	2 4 0	24	240	YES	
Arms /Corp s 4	Mechanical Engineering Lectures and laboratories	KE46 4	1.Lazopoulos Anastasios EEDIP 2. Varelis Dimitrios Lecturer PD 407/80 3. Stamoulis Dimitrios Lecturer PD 407/80	(1) 8 (2) 8 (3) 8	3	1		1. Palassopoulos Georgios Theory and Problems in Mechanics, Book s 1- Statics of Absolute Solids and Book 3, Materials Resistance	NO	YES	2 4 0	24	224	YES	YES
Arms /Corp s 4	Chemical		1. Kolovos Kon/NOs Lecturer PD407/80 Chemical TechNOlogy-Theory	(1) 10 Θ	1	1		Lectures  N. Mastrokalos, X. Mastrokalou, Lessons in Organic	NO	YES	2 4 0	24 0	240	YES	

	TechNOlogy		2. Karampela Maria,				Chemistry TechNOlogy, Year I, HAA Publ. Vari, 2007		
			Lecturer PD407/80	(2)					
	Lectures and		Chemical TechNOlogy-Theory	10			Laboratories		
	laboratories		Laboratories	Ε			<u>Luboratories</u>		
			3. Fragos-Livanios Leonidas						
			Lecturer PD407/80				Paschalidou S., Skorda, K., <i>Organic Chemistry</i>		
			Chemical TechNOlogy-Laboratories	(3)			TechNOlogy-Laboratory NOtes		
			4. Skorda Konstantina	2 E					
			EEDIP						
			Chemical TechNOlogy-Laboratories	(4)					
			5. Paschalidou Sofia	6 E					
			EEDIP						
			Chemical TechNOlogy-Laboratories	(5)					
			-	6 E					
Arms	Foreign					•			
/Corp	languages								
s 4									
Arms	Greek Language		1. Kazana Evagelia EEDIP	4	4		K. Arvanitaki, Communicate in Greek 3 YES NO 1 10 10	NO	
/Corp	for Cadets from		Greek Language and Literature						
s 4	other Countries		2. Kiriakidis Marios EEDIP						
			Greek Language and Literature						
	ENGLISH	KE47	Tsakiroglou Eleni	8			English Language Practice for B2 Learners YES YES 2 24 24	YES	
		4	EEDIP A				(E. Hatziolou- S. Romoudi)) 4		
			English Language and Literature						
			Chaldoupis Vasilios	4	4		NO YES 1 15		YES
			PD 407/80						
			English Language and Literature						
	ENGLISH	KE47	1. Rpmoudi Stavroula EEDIP A	2			Same as Semester 3 YES YES 6 65 65	YES	YES
	LANGUAGE AND	4	English Language and Literature						
	LITERATURE								
			2. Hrisohoos Flora EEDIP A						
			Applied linguistics/EFL, English						
			Language and Literature						
			Patrona Marianthi	4	4		1) Develop Your Reading Skills: A Selection of YES YES 1 18 18	YES	YES
			Assistant Professor English Language				Military and Management Texts (Michailidou, A. & 8		
	C2 LEVEL	KE47	and Literature				Patrona, M., HAA, 2011)		
	ENGLISH	4	Michailidou Artemis	4	4		2) Michigan Proficiency Practice Tests – Book 1 NO NO 1 15 150		

			Assistant Professor English Language					(Dandoulakis, G., HAA)			5	0	1		
			and Literature					Dunuoulukis, G., HAAJ			0	J			
			Keramea Evagelia EEDIP B English Language and Literature	8	4				YES	NO	3 7 ( 1	37 (1 9 + 18 )	37 (19 +18)		
			Likourina Anna PD 407/80 English Language and Literature	4	4				YES	YES	3 2	32	32	,	YES
	French Language	KE 474	1. Stamatia Sophiou Associate Professor French Language and Literature  2. Mahera Evagelia Lecturer PD 407/80 French Language and Literature	(1) 4			4	1) Katranidou Fotini, vos clés NOuveau delf A1, éditions Katranidou, Athènes, 2009. 2) Katranidou Fotini, vos clés NOuveau delf A2, éditions Katranidou, Athènes, 2009 (NOtes) 3) Sophiou Stamatia, Français sur objectifs spécifiques, niveaux A1-A2, Vari, 2013 4) Kryoni Catherine – Manetti (Maria Pia), Prép à DELF, A1, A2 (NOtes) 5) Kaufmann, B1, B2, C1(NOtes) 6) PHONETIQUE- GRAMMAIRE- SYNTAXE DE LA LANGUE FRANCAISE 7) TEXTES MILITAIRES	YES	YES	6 5	65	65		YES
	Physical Education- Athletic Applications- Sports Teams (Afternoon)											,	,	1	
Arm			See Ams/Corps			8									
/Cor	p Applications		Semester 1												
Arm	s Physical	-	1. Karamaroudis Aristotelis	(1.				1. Kontodimaki Vasiliki and PaxiNOs TH. HAA Swimming	NO	YES	2	24	240		$\Box$
/Cor	p Education IV		EEDIP Physical Education	_				textbook HAA Publ. Athens 2001 p.122			4	0			

s 4			2. Gdonteli Krinanthi PD 407/80 Physical Education 3. Spartali Ioanna PD 407/80 Physical Education 4. Kostoulas Ioannis EEDIP Physical Education 5. Vezos Nikolaos PD 407/80 Physical Education Swimming	5.)			2. PaxiNOs Th. Physical Education for Battle- Theory and Applications, HAAPubl. Athens 2010, p. 201			0				
Semes	ter 5													
Arms /Corp s 5	Military Management and Leadership	ΜΚΣ 513	Pari Anastasia Lecturer Tsiakalos Georgios Associate professor PD 407/80	(1.) 5 (2.) 5	2		Lecture NOtes							
Arms /Corp s 5	International Geography and Geopolitical Aspects of Contemporary Arms Capabilities	ΜΚΣ 514	Kon/NOs Grivas PD 407/80	10	2		Lecture NOtes							
Arms /Corp s 5	Strategy-Analysis of Warfare Tactics I	MKΣ 524	Karapostolou Georgios, Associate Professor PD 407/80 Kanellopoulos Nikolaos Associate Professor PD 407	(1) 4 (2) 4	4		Andreas Kastanis, Military History, Vari, 2008	YES	YES	2 2 5	223	223	YES	YES
Arms /Corp s 5	International Public Law	MKΣ 533	Vasiliki Saranti Ph.D PD 407/80 International Law	10	2		Lecture NOtes	YES	YES	2 2 5	225	14 άτο μα επα νεξε τάσ		

													τηκ αν		
Arms /Corp s 5	Foreign languages-English Level B2 AfterNOon Classes	-	Likourina Anna PD407/80 English language and Literature	4			4	E. Hatziolou. S. Romoudi English Language Practice for B2 Learners  2) E. Hatziolou. A. Lykourina English Language Speaking Practice Examination Papers / Practice Tests	YES, in the form of extra exercises		2				YES
Arms 5	Decision Making and Negotiating Methods	MEO 543	Kaimakamis Georgios Assistant Professor Mathematics	3	3			Professor's e-Notes	YES		1 8 5	184			YES
Arms 5	Public-Sector Economics	MEO 553	Athanasouli Kiriaki Lecturer Political Economy Avdikos Vasilis PD 407/80	(1.) 6 (2.) 3	3			A DIMITRIOU, The State's Economic Role, HAA Publ.	YES	YES	1 8 5	185	185	YES	
Arms 5	Ballistics of Modern Weapon Systems Lectures and Laboratories	MEO 564	Gritzapis Dimitrios, Ph.D     Mechanical Engineer & Nautical     Engineer     Panagiotopoulos Elias Ph.D     Mechanical Engineer & Nautical     Engineer	(1.) 8 (2.) 8	2	2		<ol> <li>Gritzapis Dimitrios, Panagiotopoulos N.</li> <li>Computational External Ballistics: Theory, Examples and Military Applications. HAA Publ.</li> <li>Dimitrakopoulos G., Panagiotopoulos N.</li> <li>Ballistics of Conventional Weapons, HAA Publ.</li> <li>Dimitrrakopoulos, G. Ballistics of Directed Missiles, HAA Publ.</li> </ol>	YES	YES	1 8 5	185	185	YES	
Corps 5	General Principles of LOGISTICS	MEΣ 553	Avdikos Vasilis PD 407/80	(1.) 6	3			Instructor's Notes							
Corps 5	Volume Economics				3			Instructor's Notes							
Corps 5	Databases and Information Retrieval for Supply Management Systems	MEΣ 564			2	2;		Instructor's Notes							

	Lectures and													
Δ	laboratories  1 <sup>st</sup> Elective			1										Щ-
	Course													
s 5	Course													
	Elective Courses		1	1	1 I		Instructor's Notes							
Arms							Instructor's Notes							1
s 5	1-Current Economic Issues													1
\$ 5	-The Greek													1
														1
_	Economy			-	1 1									$\vdash$
_	Elective Courses						Instructor's Notes							1
/Corp														1
s 5	International													1
	Relations-													1
	Introduction to													
	International													1
	Relations		<u> </u>	<u> </u>	<del>                                     </del>			1/50				10		1450
	Elective Courses:	Michailidou Artemis	4	4			English for the Military: A Handbook for the Hellenic	YES	NO	1	13	13	YES	YES
	English Language,	Assistant Professor					Military Academy			3				1
s 5	Literature and	English language and literature					(M. Patrona & A. Michailidou, 2010, HAA Publ.)							
	Communication													
	Course title:													1
	Military													
_	Terminology	W C.L.	1	+-	1 1			VEC	\/FC	_	25	25		$\vdash$
	Elective Courses:	Katounta Sylvia	4	4			Lecture Notes	YES	YES	2	25	25		
/Corp	Greek Civilization-	Lecturer								5				
\$ 5														1
	The Beginning of													1
	European													1
A	Thought	4. Kanallanania Milialaa Aasadaha	(4)	_	$\vdash$		Andreas Kastania Military History HAA Buld Vari 2000	VEC	VEC					-
	Elective Courses:	Kanellopoulos Nikolaos Associate	(1)	4			Andreas Kastanis, Military History, HAA Publ.Vari, 2008	YES	YES					
/Corp		Professor	2											
s 5	Analysis-The	PD 407/80												
	Byzantine Army	Military history	(2)											
		2. Karapostolou Georgios	(2)											
		Associate Professor	4	<u> </u>										ш

			PD 407/80												
Arms 5	Elective Courses 2- Physics of lasers and their Military Applications- Course title: Physics of Lasers and their Military Applications	ΦΛΣ E541	PD 407/80 High Energy Physics	4	4			Lecture Notes- Slides and Solutions to Exercises	YES	YES	1 3	13	13		
Arms /Corp s 5	Elective Courses 2- Chemistry and Modern Materials Course title: Chemistry and Modern Materials I		Kolovos Kon/nos Lecturer PD 407/80 Chemical Technology Fragos-Livanios Leonidas Lecturer PD 407/80 Chemical Technology Laboratories	(2.)	4			Kolovos, K. Modern Materials I -Notes, HAA Publ.2012  Kolovos, K Modern Materials I- Solutions to Exercises, HAA Pub. 2014  Fragos-Livanios, L. Modern materials I- Crystal Structures, Energy Equilibriums, X-Ray Emissions HAA Publ. 2014. E-form.	NO	YES	1 3	13	13		
Arms /Corp s 5	Elective Courses 3- Ballistics of Modern Weapon Systems Course title: Ballistics of Modern Weapon Systems							Lecture Notes							
Arms /Corp s 5	Elective Courses 3- Cyber Warfare, Objective Programming for Simulation Military Systems. Course title:		Doukas Nikolaos Assistant Professor Computer Science- Military Applications	4	Δ	E		Professor's Notes and e-References	YES	YES	1 3	13	13	YES	YES

	Simulation Systems Design and Web Programming													
Arms /Corp s 5	Elective Courses	1. Varelis Dimitrios Lecturer PD 407/80  Stamoulis Ko/NOs Leturer PD 407/80	(2.)	2	2		Palassopoulos Georgios Theory and Problems in Mechanics, Book s 1- Statics of Absolute Solids and Book 3, Materials Resistance, HAA Publ.      Leturers' E-Notes	YES	YES	1 1 4	4	14	YES	YES
Arms /Corp s 5	Elective Courses 3- Division of War Games, Firing Distribution Strategies and Target Cover Course title: Differential Games	Karamatsoukis Kon/NOs Lecturer PD 407/80		4	4		Lecturer's e-Notes	YES		4 4	4	44	NO	YES
	Physical Education- Athletic Applications (afternoon)													
	Athletic Applications	See Arms/Corps Semester 1												
Arms /Corp	Physical Education V	Zisimatos Dionisios EEDIP Physical Education	(1. -			8	1. Kontodimaki Vasiliki and Paxinos TH. HAA Swimming textbook, HAAPubl. Athens 2001 p.122	NO	NAI	225	225	225		

s 5	Trigas Dimitrios EEDIP Physical Education	6.)			2. Paxinos Th. Physical Education for Battle - Theory and Applications, HAA Publ. Athens 2010, p. 201			
	Nikolaidis Panteleimon Physical Education							
	Kostoulas Ioannis EEDIP Physical Education Swimming Coach							
	Vezos Nikolaos Physical Education Swimming Coach							
	Paxinos Thrasivoulos Professor of Military Physical Education							

From the data table (Table 26), it is obvious that there is an increase in the number of new books authored by the teaching staff of the H.A.A. and distributed to the cadets to facilitate teaching; this is particularly true for foreign languages. It should be noted that the Printing Office is housed in the Academy premises and is in charge of publishing notes and lectures that support teaching, as well as academic papers, so that the discipline-related research of the Academy and of other Military Academies can reach a wider audience; the Printing Office is also responsible for publishing the "Cadet" magazine, which promotes the interests of the Cadets.

Table 26: The new books taught at the H.A.A.

NEW textbooks a TOTAL: NINETEEN	uthored by the Teaching Staff and edited by the H.A.A.	
Patrona Marianna and Michailidou Artemis	Develop your Reading Skills: A Selection of Military and Management Texts, H.A.A, Athens 2011.	3rd and 4th semester English (Level C2)
Karamanoli Vasiliki	Military Psychology, H.A.A, Athens 2013.	
Tombros Nikolaos	<ol> <li>From the New Hellenism to the Independent Greek State (1453-1832), Athens 2013.</li> <li>Interwar Greece, H.A.A Publications.</li> </ol>	The 1st in the 1st semester Modern Greek History The 2nd in 2nd semester
Malesis Dimitris	<ol> <li>Dimitris Malesis, Modern Greek History (1833-1897),</li> <li>H.A.A, Athens 2011.</li> <li>Dimitris Malesis, Modern Greek History, 1897-1922,</li> <li>H.A.A Publications</li> </ol>	The 1st in the 1st semester Modern Greek History The 2nd in 2nd semester
E Hatziolou Eleni Tsakiroglou, Stavroula Romoudi, Evangelia	<ol> <li>The Searing Experience of the Great War - William Faulkner and Ernest Hemingway (2008)</li> <li>English Practice for B1Learners (2011)</li> <li>English Practice for B2 Learners (2011)</li> <li>English Practice for C2 Learners (2011)</li> <li>English Practice for C1 Learners (2012)</li> </ol>	6th semester Elective Course  1st, 2nd, 3rd, 4th semesters English Language
Keramea, Anna Lykourina, Vasilios Chaldoupis	(Distributed to cadets at the expense of the teachers) 6. English Language Speaking Practice (2013) (Distributed to cadets at the expense of the teachers)	
Elizabeth Hatziolou Anna Lykourina	English Language Speaking Practice, SSE (2013)	
Georginis Manos	Writers at the Front Line The Writings of the 1914-1918 War Poets	7th semester Elective Course
Georgios DANDOULAKIS	Michigan Proficiency Practice Tests, HAA Michigan Proficiency Practice Finals Book4, HAA	
Sofiou Stamatia	Textes Militaires, H.A.A 2012 Français sur Objectifs Spécifiques, H.A.A. 2013	1st, 2nd, 3rd, 4th semesters Military Terminology
Christos Volos	LABORATORY EXERCISES IN ELECTRONICS, H.A.A. Publications, 2013	3rd & 6th semester Military Electronics and

		Telecommunications Systems of Battle
New textbooks at the authors. TOTAL: FOUR (04	uthored by the Teaching Staff and edited by other Publishe )	rs OR at the expense of
Kaffes Georgios	<ol> <li>SOCIOLOGY COURSES, Papazisis Publications, Athens 2008</li> <li>WHAT WAR, SOCIOLOGY OF VIOLENCE AND WAR ARE Papazisis Publications, Athens 2008</li> <li>INTRODUCTION TO MILITARY SOCIOLOGY, Papazisis Publications, Athens 2005</li> <li>SOCIOLOGY OF TERRORISM, Papazisis Publications, Athens 2010</li> </ol>	<ol> <li>3rd semester</li> <li>3rd semester</li> <li>8th semester</li> <li>8th semester</li> </ol>
Elizabeth Hatziolou	Comedy in American WWII Fiction, (at the expense of the author) (for the spring semester 2014).	English (spring elective course)
New textbooks TOTAL: FIVE (05)		
B Papantoniou	Functions of several Variables, University of Patras	Mathematics
K Arvanitakis	Communicate in Greek, Deltos Publications	Greek for the second year foreign cadets
Belogiannis / G. Voutyropoulos,	The art of Mountain- Climbing / Mountaineering, Anavenontas Publications, 2011	Technical climbing, 1st and 2nd semester
D. Karalis - A. Theodoropoulo s	Mountaineering, Analytical Technical Manual, EOS Acharnon Publications.	Technical climbing, 1st and 2nd semester
Books authored	by the Teaching Staff of the H.A.A	
Pari Anastasia	The book will be completed in June and be handed out to Cadets next year	Military Administrative, 5th semester
Malesis Dimitris	Political Power and Army. From the pre-revolutionary period to the rebellion of 1935.	For the 7th semester (spring elective course)
Books in process TOTAL: FOUR (04	; their publication or purchase has been approved.	
Elizabeth Hatziolou Anna Lykourina	Dictionary of Phrasal Verbs and Idioms (Vari 2014, forthcoming)	
Elizabeth Hatziolou, Vassilis Chaldoupis	ENGLISH WRITING FOR ADVANCED LEARNERS , Military Academy, Vari, 2011 (forthcoming)	English
Rayies Ioannis	THEORIES OF INTERDEPENDENT DEFENCE: THE CASE OF THE ATLANTIC ALLIANCE, Sideris Publications, 2014	
Rayies Ioannis	MILITARY CRISIS MANAGEMENT: Political, Diplomatic and Communicative Aspects, Stamoulis Publications, 2014	

In summary:

- 1. There is a total of nineteen (19) new books written by the Teaching Staff and already used in teaching. Most of these books focus on the teaching of English, while books on the French Language, History, Military Psychology and Electronics have also been available.
- 2. Four (4) books written by the Teaching Staff member Dr G. Kaffes, Sociology Professor, are already being taught and were published by external publishers. One book authored by Dr. E. Hatziolou was published at her expense and will be included in the relevant elective course syllabus in the spring semester.
- 3. Five (5) books of other publishers and authors who do not teach in the Hellenic Army Academy were purchased and integrated into various course syllabi.
- 4. At least two (2) books are in the process of authoring. A book on Military Administration is about to be issued by the H.A.A. The author is Dr. Anastasia Paris while Dr. Dimitrios Malesis is writing a book of History for the 7th semester (elective course).

It has been noted above that in the current academic year (2013-2014) there has been a collaboration between the Ministry of Defence and the Ministry of Education so that additional textbooks can be provided through the EUDOXUS system. Teachers have responded to this collaboration, submitting to the Dean the textbooks selected from the list of the EUDOXUS system.

### 4.4.2. Is there a process of updating the educational aids? How is it accomplished?

The updating is done at the discretion of the teachers. The new textbooks are first approved by the Academic Assembly and the Board of Education, then printed at the Printing Office of the H.A.A.

#### 4.4.3. How and when exactly are the textbooks handed out?

Were the educational aids (textbooks, notes, additional bibliography) provided on time?

#### See Chapter 10-11 "Cadet Questionnaire"

The educational aids are available at the beginning of each semester. The copies do not belong to the cadets. In fact, the Academy operates a loan policy and, at the end of each semester, all copies must be returned so as to be used by future students. The teaching staff often wish the cadets had their own personal copy, but this does not seem feasible, given the cost and the difficult financial situation of the country. The new books are uploaded electronically in the Moodle platform and are available to all students.

#### 4.4.4. What percentage of the curriculum is covered by the educational aids?

The largest percentage of the curriculum is covered by textbooks. Of course, as it is clear from the table, additional bibliography is provided by most teachers and the syllabus is often enriched with electronic notes posted in the Moodle platform.

#### 4.4.5. In addition to the distributed textbooks, is bibliographic support provided?

In addition to the points made in question 4.4.4, the Library of the Academy owns about 2550 book titles and 250 journals, as well as six (6) computers available for the electronic search of books and connection to the Internet.

#### 4.5. How do you assess the existing facilities and infrastructure?

#### 4.5.1. Classrooms

The Hellenic Military Academy has:

Five (5) auditoriums ("Xiros", "Chrysofakis" and "Pendeas" with a seating capacity of 1100, 250 and 250 people respectively), and two more with a capacity of up to 100 people each (both including a sandpit) which cover the educational and various other needs (e.g. presentations, lectures, conferences, etc) of a modern Higher Education Institution. Regarding their number and capacity, the auditoriums cover the demands of the Military Academy and provide a satisfactory quality of the services offered. However, there is enough room for improvement. The supporting equipment of the auditoriums is sufficient, as all of them are equipped with a projector, along with microphone installations.



Figure 5: The "Xiros" and "Chrysofakis" auditoriums in the HAA

- An adequate number of classrooms, namely, forty-six (46), dispersed around five (5) different buildings. There are separate buildings for each year of Studies, with at least eight (8) classrooms each. Thirty-six of these classrooms have a capacity of fifty (50) students each and thus meet the educational needs of all four (4) ranks of the Academy. There are three (3) more classrooms used for the tuition of Foreign Languages and two more (2) for the education of foreign students. As for the remaining ten (10) classrooms, they have a capacity of twenty five (25) students each and five (5) of them are used exclusively by teachers of foreign languages.
- ➤ Classrooms have a computer with Internet access and a projector. In addition, the Computer laboratory has two interactive whiteboards. The Moodle software program is used in order for all additional material (text files and movies) comprising each subject to be accessible to cadets for private study and further consolidation.

#### 4.5.2. Educational Laboratories

The HAA has eleven (11) laboratories providing additional laboratory training to cadets as far as the theoretical part of the curriculum is concerned. The following table (Table 27) gives a detailed list of these laboratories, and of the number of rooms and their capacity, which is determined by the available equipment of each laboratory.





Figure 6: The HAA Educational laboratories

**Table 27: The HAA Educational laboratories** 

Educational	Number	Capacity
Laboratory	of Rooms	(number of people)
Informatics	3	25, 20 και 20
General Physics (Engineering-Heat-Optics)	1	25
General Physics (Electromagnetism)	1	25
Modern Physics	1	25
Chemical Technology	1	25
Nuclear Microanalysis	1	6
Electrotechnics	1	25
Electronics	1	25
Technical Design	1	50
Engineering	1	50
Simulations (lanos)	1	28

<sup>&</sup>quot;Is the laboratory equipment sufficient?"

See CHAPTER 10-11 "Cadet Questionnaire"

The available facilities and specifications of the laboratories of the Department meet the needs of the educational process to a satisfactory degree.

#### 4.5.3. Storage space

There are currently two (2) warehouses in the HAA used for the equipment of the Physics and Technical Design laboratories, while a future construction of four (4) more storage spaces would be desirable in order to meet the storage needs of the equipment / reagents of the Informatics, Nuclear Microanalysis, Simulations and Chemical Technology laboratories. There is adequate storage space for the other labs.

#### 4.5.4. Can the educational laboratories be used in non-scheduled hours?

The educational laboratories are not available to cadets for use outside the scheduled hours of the educational process because of the pre-programmed activities of the cadets in the afternoon hours.

#### 4.5.5. Study Hall/Library

"How readily available is Bibliography in the University Library?"

#### See CHAPTER 10-11 "Cadet Questionnaire"

The HAA Library is housed in a separate building of 620 sq.m and serves as a Reading Hall with a seating capacity of 50 people. The Library currently owns approximately 2550 book titles and 250 journals, as well as six (6) computers available for the electronic search of books and for Internet connection. Following the suggestions of the librarians, it was revealed that the Library could house up to 5000 books, while efforts are being made to improve the lighting features of the Library as well as to increase the number of computers. The Library facilities (Figure 3) are primarily used by the 3<sup>rd</sup> and 4<sup>th</sup> year Cadets who are asked to conduct research for their dissertation bibliography.



Figure 7: The HAA Library.

#### 4.5.6. Administrative / Technical / Research Support Staff

The HAA, as a well-organized unit of the Greek Army, has a number of permanent and conscript military personnel. The civil staff of the HAA by specialty in 2012 is shown in the following table:

Table 28: Administrative/Technical Support Staff

Specialty	Number
Administrative Secretaries	4
Economic Administrative	1
Librarian	1
Electrician	1
Technician	1
Typographer	1
Off-set technician	1
Lithograph	1
Printing technician	1
Computer operator	1
Warehouseman	2
Electrician (internal installations)	3
Plumber	3
Building construction worker	1
Carpenter	1
Refrigeration technician	1
Electronic technicians	2
Total	26

# 4.6. How do you assess the degree of development of the Information and Communication Technologies?

# 4.6.1. Are the IC Technologies used in the presentation of a course? If so, how are they used in teaching?

The use of ICT in the presentation of courses is as follows:

- Every classroom has a computer connected to a projector.
- Power Point slides are often used during the teaching process.
- Each cadet has a laptop issued by the HAA.
- ➤ The curriculum, the syllabus, the teaching notes, and the grades of each course are forwarded electronically to the Moodle platform.

- ➤ The Fourth Year Cadets work on a dissertation presented to a threemember committee using Power Point slides.
- ➤ Cadets are involved, during their studies, in a wide range of research fields with an emphasis on applications of ICT in the Armed Forces.

#### 4.6.2. Are the IC Technologies used in Laboratory Education? How?

The use of ICT in Laboratory Education is as follows:

- ➤ The labs are equipped with computers, projectors and electronic instruments.
- The computer labs have two interactive whiteboards.
- Each computer in the Physics lab corresponds to 2-3 students.
- ➤ During the Informatics Course, computers are available for use by the students.
- ➤ The examinations are designed in the Moodle platform by the teachers so as to ensure impartial assessment.

### 4.6.3. Are Information and Communication Technologies used in student evaluation? How?

When students are evaluated, their marks are registered electronically in excel files and posted on the 'Moodle' platform, which also provides the possibility of online tests.

# 4.6.4. Are Information and Communication Technologies used in the communication between students and members of the teaching staff? How?

The use of the asynchronous Moodle platform is continuous so that students may have access to the constantly renewable educational material, their marks and evaluations and in order for them to communicate with members of the teaching staff.

# 4.6.5. How much has the HAA invested in Information and Communication Technologies during the last five years?

#### Year 2009 - amount of money invested: 568668,43€

For software programs, information technology books, computers to be used in the offices, laptop computers for first-year cadets, educational material, stationery and office supplies, network rerouting and extending and swimming-pool maintenance.

#### Year 2010 - amount of money invested: 369147€

For the purchase of laptop computers for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>-year cadets, installation of fiber optics to connect the HAA with the Research and Technology Network, network rerouting and extending, swimming pool restoration, a photocopying machine, educational material and stationery & office supplies.

#### Year 2011 - amount of money invested: 340325.3€

For the maintenance of electronic and laboratory equipment, the restoration of the auditorium dome, swimming-pool repairs, the purchase of laptop computers, educational material, and the construction of a climbing tower.

#### Year 2012 - amount of money invested: 125815€

For improving the speed of the HAA networks through the right parameterization of switches, maintaining and restoring teaching rooms and purchasing stationery and office equipment (desks, chairs).

#### Year 2013 - amount of money invested: 67200€

For the replacement of internet server operational systems with LinuxServer to improve their operation, the purchase of software and antivirus programs to protect the operational systems and reduce the danger of cyber-attacks, the purchase of teleconference equipment and computer programs, stationery, sports center repairs and shooting simulator maintenance.

#### Year 2014 - amount of money invested: in progress

#### Tasks completed until now:

- Upgrading the hardware of the HAA servers aiming at a more effective operation
- Creating a new website based on CMSDrupal with a view to a safer and more effective operation of the site
- Upgrading the hardware and software of servers for the HAA classified network and making full use of the recently purchased server aiming at larger data storage, safety and effectiveness of all the systems
- Replacing the HAA mail server (Windows Exchange Server) with the Open Source Zimbra Mail Server so that no antivirus and antispam programs or a license for the mailserver operation are required

# 4.7. What do you think of the ratio of students to members of teaching staff?

#### 4.7.1. The ratio of students to members of teaching staff in classes

In general, the ratio of students to members of the teaching staff is 1 to 6,85 since there are 140 members of the teaching staff and 960 students in the HAA (according to the HAA official records of 16<sup>th</sup> June 2014).

In classes, the ratio of students to members of the teaching staff is 1 to 50 on average. In foreign language classes, the ratio is 1 to 15 for English and 1 to 24 for French, on average.

4.7.2. The ratio of students to members of teaching staff in laboratories.

In laboratories the ratio is 1 or 2 to 25, on average.

4.7.3. Have members of the teaching staff announced their office hours? Are these hours kept? Do students take advantage of these hours in order to communicate with the teaching staff?

«Are members of the teaching staff approachable?»

#### See CHAPTER 10-11 «Cadet Questionnaire»

«Did they fulfill their obligations (presence in class, prompt correction of assignments, availability?)»

#### See CHAPTER 10-11 «Cadet Questionnaire»

# 4.8. What do you think of the degree of interconnection between teaching and research?

### 4.8.1. How are the students trained to conduct research (e.g. seeking and using bibliography)?

In several courses the students of the H.A.A. undertake a research assignment. Especially the senior students have to write an undergraduate dissertation under the guidance of a supervising professor. The supervisor has the obligation to train the student in the methodology of the research required for producing the dissertation. The student can also refer to the *Writing Guide for an Undergraduate Dissertation*.

During the first year of their studies, the students are taught how to cite correctly a reference from the bibliography and during the spring semester they visit the library as part of the literature course, in order to practice writing bibliographical references.

In order to write their dissertation, the students must consult a considerable quantity of the scientific literature pertaining to their topic, which can be retrieved either electronically or from the libraries of other educational institutions. The purpose of the undergraduate dissertation is to introduce the students to scientific research. As a personal reward for the student's work, the best undergraduate dissertations are presented in meetings and conferences organised by the H.A.A. or by another Higher Education Military Institution.

**4.8.2.** Are the students offered the opportunity to participate in research projects?

Only as part of the research they do for their undergraduate dissertation.

- 4.9. What do you think of the research partnerships of the HAA with educational centres in Greece and abroad, and with the society as a whole?
- 4.9.1. With which educational centres does the Department collaborate in Greece and abroad and how?

The H.A.A. collaborates with all Higher Education Military Institutions, within the framework of the program of the Greek Ministry of National Defense. It has also been included in the program of **MILITARY ERASMUS** (for more detail see **3.1.4**) and participates actively in its activities. There are partnerships of the H.A.A. academic teaching staff with other Higher Education Institutions, both Greek and foreign, and a collaboration of the H.A.A. with Military Academies of other countries (West Point, Saint-Cyr).

4.9.2. Do specific educational collaborations develop with local, regional or national social bodies?

For details, see the Section on 'Social-Cultural-Productive Bodies'.

### 4.10. What do you think of the mobility of the academic staff and students?

A relative reference has been made in the presentation of the **Military Erasmus** Programme (see **3.1.4**). The Hellenic Army Academy participates in this program and it is currently at the preparatory stage for its full accession, which will provide the desirable mobility towards the corresponding Military Academies of European countries.

Within the framework of collaborations with Military Academies of other countries, the H.A.A. receives and sends teams of students. Additionally, the students of the H.A.A. visit the Application Schools of the Greek Army.

4.10.1. How many academic staff members participated in conferences? How many took a sabbatical leave? Where to? Did they teach in another institution as visiting professors?

The H.A.A. tries to support and facilitate the mobility of its teaching staff, mainly for their participation in conferences, based on the funding capabilities offered to the Academy.

The H.A.A. organizes conferences and one-day meetings to present and publicize its work. In addition, it publishes Epistimonika Dimosievmata (Scientific Publications), a journal presenting original papers that show the scientific and research work done at the H.A.A., and other relevant achievements.

4.10.2. Which and how many agreements have been made to improve the mobility of the academic staff and/or students?

None, up to this moment.

4.10.3. How many members of the academic staff of the HAA have moved to other Institutions during the last five years?

No such movements were made.

4.10.4. How many members of the academic staff of other institutions have moved to the HAA during the last five years?

No such movement has taken place during the last five years. The new members of the tenured academic staff were elected at the various academic levels after having applied for the announced vacancy.

4.10.5. How many students of the HAA have moved to other Institutions during the last five years?

Students of the H.A.A. are not allowed to move to other educational institutions.

4.10.6. How many students of other Institutions have moved to the HAA during the last five years?

Students of other educational institutions are not allowed to move to the Hellenic Army Academy.

### 4.10.7. Are there any procedures for the acknowledgment of the education offered in another Institution?

Not for the time being. This issue is currently under discussion in the context of the establishment of a system of course credits or units.

### 4.10.8. Is the operation and personnel placement of the Central Office of International/European Programmes and their connections adequate?

Within the Directorate of Military Education there is an office with an officer position that follows the MILITARY ERASMUS programme and informs the H.A.A. officials.

### 4.10.9. Which actions for publicising the mobility programs and informing the academic community about them are taken by the Department?

There has been no need for such actions, since there is no mobility program.

#### 4.10.10. Are there any events organised for the new students?

On the day of the enlistment of the incoming students there is a briefing for both the new students and their parents by the H.A.A.'s Officers. The procedure for the smooth adaptation of the new H.A.A. students is organised by the Regiment in collaboration with the Academy's Administrative Staff.

#### **4.10.11.** How are the new students supported?

The incoming students are supported by the Officers of the Regiment. If there is a need, students can visit the Office of Psychological Support, which is housed in the HAA facilities.

#### 4.10.12. How is the idea of student mobility cultivated in the HAA?

The mobility of students towards other departments is not permitted. However, the HAA is currently in the process of fully participating in the Military Erasmus programme of student exchange, which also organizes common educational programmes (common modules) of a long duration, in order to fully harmonize itself with the Bologna Agreement. The HAA has also undertaken specific actions that are expected to be completed in the immediate future (Organisation, Evaluation, Credit Units, *Erasmus plus* through the State Scholarships Foundation).

4.10.13. How is the idea of academic staff mobility and, more generally, of the European dimension cultivated in the HAA?

The process of the academic staff's mobility towards other Departments has not yet been completed.

4.10.14. How is the quality (and not just the quantity) of academic staff mobility checked?

See section 4.10.13

#### 5. Evaluation of Research

#### 5.1. Advancement of research in the Department

According to the existing laws (3187/2003, 3413/2005 and 3883/2010), the purpose of Higher Education Military Institutions is to produce and to transmit knowledge to their students, by researching and teaching Military – Naval – Air Force Science and Technology, as well as the related Arts & Sciences. Additionally, within the same legislative context, Programs of Post-graduate Studies can be organized, operate, merge, be renamed or be abolished with a presidential decree issued after a common proposition by the Minister of Defense and the Minister of Education, Lifelong Learning and Religious Affairs, following a proposal by the respective Higher Education Military Institution and the approval of the Council of Higher Academic and Military Education (SAASE). These programs deal with topics related to Military, Naval and Air Force Science and Technology, and subjects related to the educational, research and operational needs of the Armed Forces and the National Defense of the country. The Academic Assembly, which consists of members of the tenured academic staff and a representative of the tenured teaching staff, is responsible for proposing to the Educational Board the academic development strategy of Higher Education Military Institutions, especially the curricula of undergraduate and postgraduate studies, the orientation of research and the academic partnerships with other universities and research centres.

Since 2008, but mainly with Law 3883/2010, which determined the responsibilities of setting the academic development strategy of the Hellenic Army Academy, and up to this day, many research activities have been carried out by the Academic Divisions of the Department. More specifically, one-day meetings and national and international conferences have been successfully organized on topics of Military Science and Technology, in order to develop specialized issues in the curricula of undergraduate and postgraduate studies, the research orientation of the Academy and the academic partnerships with universities and research centres. The AA with its academic prestige has established scientific and research actions, and has developed concrete strategies for the academic development of the Academy. More specifically:

#### **5.1.1.** How is the research policy of the Department materialized?

An international annual scientific conference has been established, with topics related to the applications of mathematics and information technology in Military Science. Professors from Greece and abroad participate in this conference and the proceedings are published by an international publishing house.

### 5.1.2. Are members of the academic community offered incentives to conduct research? Which are these incentives?

Through the presence of acclaimed scientists (experienced on topics related to the development of new Higher Education Institutions, Departments and Research Centres) as visiting Professors in the Academy, the HAA supports the development of accredited post-graduate curricula, as well as the formation of a special team for the submission and development of research projects on topics of military interests.

#### **5.1.3.** How is the research process supported?

- ➤ Through the submission of proposals for the creation of curricula of postgraduate studies, which are intended for graduates of Higher Education Military Institutions and Higher Education Institutions of Greece and other countries
- > Through the submission of a proposal for the creation of a Research Institute
- > Through the formation of a Committee of Research
- Through post-graduate courses
- ➤ Through international scientific conferences and through the publication of selected papers in distinguished editions of international publishing houses of worldwide prestige
- By publishing a refereed scientific journal

#### 5.1.4. Are there any research fellowships established by the Department?

The Department has no established research fellowships. It should be mentioned that, despite the efforts for the support of the Academy and the atmosphere of cooperation and good will, the major part of the expenses for the individual research of the members of tenured academic staff (scientific literature, textbooks, relevant scientific papers, supplies, materials for experiments, internet access, offices, etc.) and for the publication and dissemination of the scientific results (conference registration fees, transportation, accommodation and food expenses during conferences) is still being covered by the staff members themselves. The report about the materialization of the Department's research policy is publicized through the Academy website, with regular references in the proceedings of national and international conferences and of the special meetings. Information about the possibilities of funding the research is disseminated sporadically and, when possible, in cooperation with other Higher Education Institutions and Universities of other countries.

# 5.1.5. How are research results disseminated inside the Department? How are research results disseminated outside the Department, in the Greek and international academic and scientific community?

The dissemination of the research results, both inside the Academy and in the wider academic and social environment, is accomplished by the Department's tenured academic staff and it is materialized at three levels: inside the Department, in the Greek and international academic community, and in the local/national social environment. More specifically:

- The results of research are disseminated annually inside the Department through one-day meetings organized by the Academic Divisions, in which all the research conducted by each Division's faculty is presented each year, so that all the members can be informed and possible collaborations can be established. These meetings are also actively and interactively attended by faculty members from other Divisions, so that interdisciplinary research can also be conducted.
- The results of research are disseminated in the Greek and international academic and scientific community through organizing scientific conferences and meetings in the Academy, through publishing and sending the proceedings or the journal issues to all libraries, scientific databases and electronic libraries, and also through organizing special sessions within international scientific conferences.

## Publishing of Selected Papers from HAA International Conferences in Publications of Major Publishing Houses

- "Applications of Mathematics and Informatics in Military Science", SPRINGER OPTIMIZATION AND ITS APPLICATIONS (SOIA), Volume 71, pp. 249, 2012; ISBN 978-1-4614-4109-0 (85 illus., 48 illus. in color), (<a href="http://www.springer.com/mathematics/computational+science+%26+eng">http://www.springer.com/mathematics/computational+science+%26+eng</a> ineering/book/978-1-4614-4108-3)
- 2) «Applications of Mathematics and Informatics in Science and Engineering», SPRINGER OPTIMIZATION AND ITS APPLICATIONS (SOIA), Volume 91, pp. 445, 2014; ISBN-13: 978-3319047195 ISBN-10: 3319047191 (96 illus.), (http://www.springer.com/mathematics/book/978-3-319-04719-5)
- 3) **«Cryptography and its Applications in the Armed Forces»**, Vol. 1, JOURNAL OF APPLIED MATHEMATICS AND BIOINFORMATICS (JAMB), Volume 3, Issue 1, (Special Issue), 2013 (<a href="http://www.scienpress.com/journal-focus.asp?main-id=57&Sub-id=IV&volid=84">http://www.scienpress.com/journal-focus.asp?main-id=57&Sub-id=IV&volid=84</a>)

- 4) **«Cryptography and its Applications in the Armed Forces»**, Vol. 2, JOURNAL OF APPLIED MATHEMATICS AND BIOINFORMATICS (JAMB), Volume 3, Issue 1, (Special Issue), 2013, (<a href="http://www.scienpress.com/journal-focus.asp?main-id=57&Sub-id=IV&volid=84">http://www.scienpress.com/journal-focus.asp?main-id=57&Sub-id=IV&volid=84</a>)
- 5) «Cryptography and its Applications in the Armed Forces», Vol. 2, JOURNAL OF APPLIED MATHEMATICS AND BIOINFORMATICS (JAMB), Volume 3, Issue 4, 2013, (<a href="http://www.scienpress.com/journal focus.asp?main.id=57&Sub\_id=IV&volid=122">http://www.scienpress.com/journal\_focus.asp?main\_id=57&Sub\_id=IV&volid=122</a>)
- 6) «Mathematics and Informatics in Military Science», JOURNAL OF COMPUTATIONS AND MODELLING (JoCoMod), Volume 3, Issue 4, 2013, (<a href="http://www.scienpress.com/journal focus.asp?main\_id=58&Sub\_id=IV&volid=119">http://www.scienpress.com/journal focus.asp?main\_id=58&Sub\_id=IV&volid=119</a>)
- 7) **«Mathematics and Informatics in Military Science»**, JOURNAL OF COMPUTATIONS AND MODELLING (JoCoMod), Volume 4, Issue 1 (Special Issue), 2014, <a href="http://www.scienpress.com/journal focus.asp?main id=58">http://www.scienpress.com/journal focus.asp?main id=58</a> **&Sub id=IV&volid=125**

### 5.1.6. How are the research results disseminated to the local and national social environment?

The results are publicized through the partnership of the tenured academic staff with other research institutes, and in the form of patents of the Greek Industrial Property Organization (OBI).

#### 5.1.7. How is the account of the Department's research publicized?

The results of the research by the tenured academic staff are publicized within the Greek academic and scientific community through the publication and circulation of the scientific journal *Epistimonika Dimosievmata* (*Scientific Publications*) published by the Academy.

## 5.2. What do you think of the research projects and actions conducted in the Department?

Up to this day, the Department has not been the Host Department for specific research project or action, however research activities have been undertaken and their results have been presented in international scientific Conferences organized by eminent international scientific organizations on topics of Military Science and Technology. The basic reason why the Department has not undertaken a specific research project or action is the fact that the Special Account has remained inactive until recently.

### 5.2.1. What is the percentage of the tenured academic staff members who undertake research initiatives?

The members of the tenured academic staff have developed and continue to develop research initiatives outside the Department, in order to adopt attitudes and techniques that will facilitate the desirable research development of the Department. These initiatives are mainly taken in collaboration with other institutions and universities and external collaborators. What is more, doctoral or post-doctoral researchers often participate in many of these initiatives.

## 5.2.2. Do external collaborators and/or post-doctoral researchers participate in the research projects?

Yes, they do participate in the research project of the Division of Mathematics (see 5.2.1).

#### 5.3. Research Infrastructure

#### **HAA Research Laboratories**

#### 5.3.1. Academic Division of Arts & Humanities

Foreign Language Laboratories

#### 5.3.2. Academic Division of Natural Sciences and Applications

- ➤ Laboratory of General Physics
- Laboratory of Atomic and Nuclear Physics
- > Laboratory of Chemistry
- ➤ Laboratory of Food Chemistry

#### 5.3.3. Academic Division of Mathematics and Engineering Sciences

- Laboratory of Mechanics
- Laboratory of Mechanical Engineering
- Laboratory of Electronics
- ➤ Laboratory of Technology of Electrical Machines
- Laboratory of Computer Science

#### **Notes:**

- ➤ The Foreign Language Laboratories are no longer used since the method of teaching foreign languages has changed.
- ➤ The Laboratory of Mechanical Engineering can accommodate students of an entire class of the Academy and contains:

- an automobile FIAT engine
- a complete electrical system
- a circuit for recharging car batteries
- a cross section of the body of an M 45 vehicle with its differential gear
- ➤ The Laboratory of Computer Science has:
  - three rooms with a capacity of 25, 20 and 20 people
  - a simulator room

The quality of the computer laboratories is good and the equipment is in an excellent operational state. The existing research infrastructure is renewed in stages every 4 years. About 15% of the existing infrastructure covers research needs, while 100% is used for educational purposes during the courses.

To sum up, the HAA laboratories are mainly used for educational purposes. Efforts are under way in order to cover the current research needs of the Academy. For the time being, there are no funding programmes, however, the HAA Educational Board is moving towards this direction with its propositions. The Academy seeks the support of the Hellenic Army General Staff to finance the acquisition, maintenance and renewal of the research infrastructure.

## 5.4. What do you think of the scientific publications of the HAA teaching staff during the last five years?

#### 5.4.1. HAA Tenured Academic Staff – Academic Division A

Table 29: Scientific publications by the tenured academic staff of Academic Division
A in the last 5 years.

Books / Monographs	26
Papers in refereed (peer-reviewed) scientific journals	29
Papers in non-refereed scientific journals	9
Papers in refereed academic conference proceedings	18
Papers in non-refereed academic conference proceedings	0
Chapters in collective works	8
Other work (e.g. book reviews)	12
Presentations in refereed academic conferences without proceedings	15
Presentations in non-refereed conferences without proceedings	1
Other	6

## 5.4.2. Tenured Teaching Staff & Non-Tenured Contract Lecturers of Academic Division A:

Table 30: Scientific publications by the tenured teaching staff and the non-tenured contract lecturers of Academic Division A in the last five years.

_		
Вс	oks / Monographs	13

Papers in refereed (peer-reviewed) scientific journals	32
Papers in non-refereed scientific journals	9
Papers in refereed academic conference proceedings	14
Papers in non-refereed academic conference proceedings	36
Chapters in collective works	8
Other work (e.g. book reviews)	13
Presentations in refereed academic conferences without proceedings	24
Presentations in non-refereed conferences without proceedings	8
Other	9

## 5.5. What do you think of the degree of external recognition of the research conducted in the HAA.?

#### 5.5.1. Academic Division A

#### 5.5.1.1. HAA Tenured Academic Staff

Table 31: Recognition by third parties of the research done in Academic Division A (by tenured academic staff) in the last 5 years

Citations by other authors	54
Citations by the specialized or scientific press	5
Reviews of academic staff books in scientific journals	7
Participation of academic staff members in committees of academic conferences	6
Participation of academic staff members in committees of scientific journals	13
Invitations of academic staff members for lectures / presentations	8
Patents	0
Awards and honors	3

**Note:** The honors of the tenured academic staff of Division A include: SEETHA Award (2010), distinction of the book *Evelpis* as the best of its kind by the Military Society of Ireland and its approval for the proposed literature of Hellenic Army General Staff, participation of a staff member in the Council of e-Governance (2007) and in the e-government forum (2008-09), participation of a staff member in a committee of the Council of Europe as an expert (2007-10), 1st Award and fellowship for a postgraduate studies Program (2009), honorary invitation for an interview in the Romanian television (2011), scholarship (€ 11,000) of the Mobility and Scholarship Fund of the European Economic Area for research on the development of Oslo's cultural industry (TOI institute, Oslo).

### 5.5.1.2. Tenured Teaching Staff & Non-Tenured Contract Lecturers of Academic Division A:

Table 32: Recognition by third parties of the research done in Academic Division A (by tenured teaching staff & non-tenured contract lecturers) in the last 5 years.

Citations by other authors	21
Citations by the specialized or scientific press	6
Reviews of teaching staff/contract lecturer books in scientific journals	0
Participation of teaching staff/contract lecturer members in	Е
committees of academic conferences	5
Participation of teaching staff/contract lecturer members in	0
committees of scientific journals	U
Invitations of teaching staff/contract lecturers for lectures /	7
presentations	/
Patents	0
Awards and honors	5

**Note:** The honors of the tenured teaching staff and non-tenured contract lecturers of Division A include: Member and scientific collaborator of the NGO "International Organizations and Globalization Watch", special secretary of the Greek Geographical Society, member of the governing council (library curator and trainer on cave mapping) of the Greek Speleological Society (ESE), member of the Greek Society of Strategic Studies (ELESME).

## 5.5.1.3. Research partnerships of Academic Division A and practical applications of research results of the tenured academic staff members:

The tenured academic staff members of Division A collaborate with the United States Military Academy, the College of National Defense of Sweden, the Örebro University of Sweden, the Gothenburg University of Sweden, the University of São Paulo, the Panteion University, the Aristotle University of Thessaloniki, the University of Western Macedonia, the Technological Educational Institute of Piraeus, the Kingston University of London, the scientific personnel of the General State Archives (Greece), the Greek Ministry of Foreign Affairs, the Cyprus Centre of Productivity and the European research Program "Jean Monnet". The practical applications of their research results concern areas such as the organization of the Academy's historical archives, the publication of their work by scientific institutions or journals of military history, the European Union policy and the development companies in Greece, the applications of military sociology, the e-governance and public administration, the communicating of war actions by the Media, the language examinations of Greek and foreign educational institutions, the linguistic preparation of officers for participating in international military organizations, the techniques of public speaking, etc.

### 5.5.1.4. What do you think of the degree of student participation in the research conducted in Academic Division A?

The Hellenic Army Academy has not yet established research programs at an undergraduate or postgraduate level. However, the tenured academic staff members supervise a large number of students who have chosen one of the research subjects of Academic Division I for their undergraduate dissertation, while, through the aforementioned collaborations, they supervise an adequate number of postgraduate students and a limited number of PhD candidates.

#### 5.5.2. Academic Division B

#### 5.5.2.1. HAA Tenured Academic Staff

Table 33: Scientific publications by the tenured academic staff of Academic Division B in the last 5 years.

Books / Monographs	4
Papers in refereed (peer-reviewed) scientific journals	29
Papers in non-refereed scientific journals	0
Papers in refereed academic conference proceedings	20
Papers in non-refereed academic conference proceedings	1
Chapters in collective works	0
Other work (e.g. book reviews)	3
Presentations in refereed academic conferences without proceedings	10
Presentations in non-refereed conferences without proceedings	8
Other	5

## 5.5.2.2. Tenured Teaching Staff & Non-Tenured Contract Lecturers of Academic Division B:

Table 34: Scientific publications by the tenured teaching staff and the non-tenured contract lecturers of Academic Division B in the last 5 years.

Books / Monographs	4
, , ,	-
Papers in refereed (peer-reviewed) scientific journals	83
Papers in non-refereed scientific journals	2
Papers in refereed academic conference proceedings	43
Papers in non-refereed academic conference proceedings	0
Chapters in collective works	2
Other work (e.g. book reviews)	6
Presentations in refereed academic conferences without proceedings	9
Presentations in non-refereed conferences without proceedings	
Other	3

#### **Distinctions and Honors:**

Table 35: Recognition by third parties of the research done in Academic Division B (by the tenured academic staff) in the last 5 years.

Citations by other authors	136
Citations by the specialized or scientific press	30
Reviews of academic staff books in scientific journals	0
Participations of academic staff members in committees of academic	1
conferences	1
Participations of academic staff members in committees of scientific	3
journals	3
Invitations of academic staff members for lectures / presentations	0
Patents	0
Awards and honors	3

#### **Distinctions and Honors:**

Table 36: Recognition by third parties of the research done in Academic Division B (by tenured teaching staff & non-tenured contract lecturers) in the last 5 years.

Citations by other authors	1066
Citations by the specialized or scientific press	0
Reviews of teaching staff/contract lecturer books in scientific journals	0
Participations of teaching staff/contract lecturer members in committees of academic conferences	2
Participations of teaching staff/contract lecturer members in committees of scientific journals	10
Invitations of teaching staff/contract lecturers for lectures / presentations	0
Patents	0
Awards and honors	2

## 5.5.2.3. Research partnerships of Academic Division B and practical applications of research results of the tenured academic staff:

The tenured academic staff of Division B collaborate with the National Centre of Scientific Research "Democritos", the National Technical University of Athens, the University of Maryland, the University of Illinois (Urbana), the University of Ioannina and the Greek Center For Weapon Checks. The research results are practically applied by the above institutions and by the Greek Army.

### 5.5.2.4. What do you think of the degree of student participation in the research conducted in Academic Division B?

The HAA has not yet established research programs at an undergraduate or graduate level. However, the tenured academic staff members supervise an adequate number of students who have chosen one of the research subjects of

Academic Division B for their undergraduate dissertation, while, through the partnerships mentioned in paragraph 6.3.2.4., they supervise seven postgraduate students and seven Ph.D. candidates from other Higher Education Institutions.

#### 5.5.3. Academic Division C

#### 5.5.3.1. HAA Tenured Academic Staff

Table 37: Scientific publications by the tenured academic staff of Academic Division C in the last 5 years.

Books / Monographs	15
Papers in refereed (peer-reviewed) scientific journals	59
Papers in non-refereed scientific journals	0
Papers in refereed academic conference proceedings	21
Papers in non-refereed academic conference proceedings	4
Chapters in collective works	0
Other work (e.g. book reviews)	1
Presentations in refereed academic conferences without proceedings	11
Presentations in non-refereed conferences without proceedings	18
Other	3

#### 5.5.3.2. Tenured Teaching Staff & Non-Tenured Contract Lecturers

Table 38: Scientific publications by the tenured teaching staff and non-tenured contract lecturers of Academic Division C in the last 5 years.

Books / Monographs	8
Papers in refereed (peer-reviewed) scientific journals	164
Papers in non-refereed scientific journals	35
Papers in refereed academic conference proceedings	138
Papers in non-refereed academic conference proceedings	33
Chapters in collective works	10
Other work (e.g. book reviews)	3
Presentations in refereed academic conferences without proceedings	25
Presentations in non-refereed conferences without proceedings	1
Other	1

#### **Distinctions and honors:**

Table 39: Recognition by third parties of the research done in Academic Division C (by the tenured academic staff) in the last 5 years.

Citations by other authors	271
Citations by the specialized or scientific press	27
Reviews of academic staff books in scientific journals	0
Participations of academic staff members in committees of academic	10

conferences	
Participations of academic staff members in committees of scientific journals	1
Invitations of academic staff members for lectures / presentations	4
Patents	2
Awards and honors	1

#### **Distinctions and Honors:**

Table 40: Recognition by third parties of the research done in Academic Division C (by the tenured teaching staff & non-tenured contract lecturers) in the last 5 years.

Citations by other authors	652						
Citations by the specialized or scientific press							
Reviews of teaching staff/contract lecturer books in scientific journals	0						
Participations of teaching staff/contract lecturer members in committees of academic conferences	47						
Participations of teaching staff/contract lecturer members in committees of scientific journals	30						
Invitations of teaching staff/contract lecturers for lectures / presentations	12						
Patents	0						
Awards and honors	6						

**Note:** The honors of the tenured teaching staff members and non-tenured lecturers of Division C include: First Award of the International Conference on Electrical Machines - ICEM 2010 (Rome, 6-8 September 2010) to one of their publications among 550 other publications. ICEM is the largest conference of electrical machines in the world; it is conducted once every two years and has a tradition of almost 40 years.

## 5.5.3.3. Research partnerships of Academic Division C and practical applications of research results of the tenured academic staff:

The tenured academic staff of Division C collaborate with the Hellenic Air Force Academy, the Hellenic Naval Academy, the National and Kapodistrian University of Athens, the National Technical University of Athens, the National Centre of Scientific Research "Demokritos", the Institute of Labor of the General Confederation of Greek Workers, and with the following Higher Education establishments of foreign countries: University of Cyprus, Imperial College of London, National Technical University of Ukraine, University of Wollongong, Technical University of Sofia, University Politehnica Bucharest, Zhejiang University of Technology (China), Iv. Javakhishvili Tbilisi State University (Georgia), University of Cantabria, University of Alcala and Montclair State University. The research results of the Division are applied in building construction (e.g. mechanics) and in many fields related to applied

mathematics, information technology, cryptography, telecommunications, missile weapons, information warfare, military operations and C41 systems. Some research results of Division C have also been used by the National Intelligence Service of Greece, by utility companies such as the Public Power Corporation of Greece, by the Dutch company *Lucent Technologies*, the French company *Matra Communication*, the company *Thomson CSF Detexis*, and by the United Kingdom Ministry of Defence.

## 5.5.3.4. What do you think of the degree of student participation in the research conducted in Academic Division C?

The HAA has not yet established research programs at an undergraduate or postgraduate level. However, the tenured academic staff members supervise a large number of students who have chosen one of the research subjects of Academic Division C for their undergraduate dissertation, while at the same time, through the collaborations mentioned in paragraph 6.3.3.5, they supervise an adequate number of postgraduate students and a limited number of Ph.D. candidates.

#### 5.5.4. Academic Division D

#### 5.5.4.1. HAA Tenured Academic Staff

Table 41: Scientific publications by the tenured academic staff of Academic Division D in the last 5 years.

	1
Books / Monographs	8
Papers in refereed (peer-reviewed) scientific journals	45
Papers in non-refereed scientific journals	0
Papers in refereed academic conference proceedings	69
Papers in non-refereed academic conference proceedings	0
Chapters in collective works	0
Other work (e.g. book reviews)	0
Presentations in refereed academic conferences without proceedings	0
Presentations in non-refereed conferences without proceedings	0
Other	0

#### 5.5.4.2. Tenured Teaching Staff & Non-Tenured Contract Lecturers

Table 42: Scientific publications by the tenured teaching staff and non-tenured contract lecturers of Academic Division D in the last 5 years.

Books / Monographs	8
Papers in refereed (peer-reviewed) scientific journals	86
Papers in non-refereed scientific journals	1
Papers in refereed academic conference proceedings	69
Papers in non-refereed academic conference proceedings	
Chapters in collective works	4

Other work (e.g. book reviews)	2
Presentations in refereed academic conferences without proceedings	3
Presentations in non-refereed conferences without proceedings	1
Other	7

#### **Distinctions and honors:**

Table 43: Recognition by third parties of the research done in Academic Division D (by the tenured academic staff) in the last 5 years.

Citations by other authors	103
Citations by the specialized or scientific press	0
Reviews of academic staff books in scientific journals	0
Participations of academic staff members in committees of academic conferences	8
Participations of academic staff members in committees of scientific journals	3
Invitations of academic staff members for lectures / presentations	2
Patents	0
Awards and honors	3

**Note:** Honorary certificate of distinguished contribution to the conduct of athletic games between the Greek and the Turkish Army Academies in an effort to establish mutual confidence between the two countries, awarded to an academic staff member of Division IV for the years 2007, 2008, 2009, 2010, 2011, 2012 and 2013.

#### **Distinctions and Honors:**

Table 44: Recognition by third parties of the research done in Academic Division D (by the tenured teaching staff & non-tenured contract lecturers) in the last 5 years.

Citations by other authors	30
Citations by the specialized or scientific press	0
Reviews of teaching staff/contract lecturer books in scientific journals	0
Participation of teaching staff/contract lecturer members in	0
committees of academic conferences	0
Participation of teaching staff/contract lecturer members in	1
committees of scientific journals	1
Invitations of teaching staff/contract lecturers for lectures /	0
presentations	U
Patents	0
Awards and honors	1

## 5.5.4.3. Research partnerships of Academic Division D and practical applications of research results of the tenured academic staff:

The tenured academic staff of Division D collaborate with the Department of Physical Education and Sports Science of the National and Kapodistrian University of Athens, with the Hellenic Open University and with research institutes in Slovenia (Jozef-Stefan Institute) and in Sweden (Royal Institute of Technology). The research results are practically applied by the HAA (feedback of educational processes) and, to a much lesser extent, by the Hellenic Army General Staff.

## 5.5.4.4. What do you think of the degree of student participation in the research conducted in Academic Division D?

The HAA has not yet established research programs at an undergraduate or postgraduate level. However, the tenured academic staff members supervise an adequate number of students who have chosen one of the research subjects of Academic Division D for their undergraduate dissertation, while at the same time, through the partnerships mentioned in paragraph 6.3.4.5., they supervise a total of 16 postgraduate students and 6 Ph.D. candidates from other Higher Education Institutions.

5.5.5. The total research work conducted by the tenured academic staff, the tenured teaching staff and non-tenured contract lecturers is presented in the following tables along with the respective graphs:

Table 45: Scientific publications by members of the tenured academic staff of each Division during the last five years.

Division A	Division B	Division C		Division D	Division D			
Academic staff	15	Academic staff	4	Academic staff	8	Academic staff	5	32
Books / Monographs	26	Books / Monographs	4	Books / Monographs	15	Books / Monographs	8	53
Papers in refeeed scientific journals	29	Papers in refeeed scientific journals	29	Papers in refeeed scientific journals	59	Papers in refeeed scientific journals	45	162
Papers in non-refereed scientific journals	9	Papers in non-refereed scientific journals	0	Papers in non-refereed scientific journals	0	Papers in non-refereed scientific journals	0	9
Papers in refereed academic conference proceedings	18	Papers in refereed academic conference proceedings	20	Papers in refereed academic conference proceedings	21	Papers in refereed academic conference proceedings	69	
Papers in non-refereed academic conference proceedings	0	Papers in non-refereed academic conference proceedings	1	Papers in non-refereed academic conference proceedings	4	Papers in non-refereed academic conference proceedings	0	128 5
Chapters in collective works	8	Chapters in collective works	0	Chapters in collective works	0	Chapters in collective works	0	8
Other work (eg. Book reviews)	12	Other work (eg. Book reviews)	3	Other work (eg. Book reviews)	1	Other work (eg. Book reviews)	0	16
Presentations in refereed academic conferences without prceedings	15	Presentations in refereed academic conferences without prceedings	10	Presentations in refereed academic conferences without prceedings	11	Presentations in refereed academic conferences without prceedings	0	36
Presentations in non- refereed academic conferences without prceedings	1	Presentations in non- refereed academic conferences without prceedings	8	Presentations in non- refereed academic conferences without prceedings	18	Presentations in non- refereed academic conferences without prceedings	0	27
Other	6	Other	5	Other	3	Other	0	14

Table 46: Recognition by third parties of the research conducted by the tenured academic staff of each Division during the last five years.

Division A		Division B		Division C		Division D		Α,Β,Γ,Δ
Citations by other authors	54	Citations by other authors	136	Citations by other authors	271	Citations by other authors	103	564
Citations by the specialized or scientific press	5	Citations by the specialized or scientific press	30	Citations by the specialized or scientific press	27	Citations by the specialized or scientific press	0	
Reviews of academic staff books in scientific journals	7	Reviews of academic staff books in scientific journals	0	Reviews of academic staff books in scientific journals	0	Reviews of academic staff books in scientific journals	0	62 7
Paarticipations of academic staff members in committees of scientific conferences	6	Paarticipations of academic staff members in committees of scientific conferences	1	Paarticipations of academic staff members in committees of scientific conferences	10	Paarticipations of academic staff members in committees of scientific conferences	8	25
Participations of academic staff members in committees of scientific journals	13	Participations of academic staff members in committees of scientific journals	3	Participations of academic staff members in committees of scientific journals	1	Participations of academic staff members in committees of scientific journals	3	20
Invitations of academic staff members for lectures / presentations	8	Invitations of academic staff members for lectures / presentations	0	Invitations of academic staff members for lectures / presentations	4	Invitations of academic staff members for lectures / presentations	2	14
	0	Patents	0	Patents	2	Patents	0	2
Awards / Honors	3	Awards / Honors	3	Awards / Honors	1	Awards / Honors	3	10

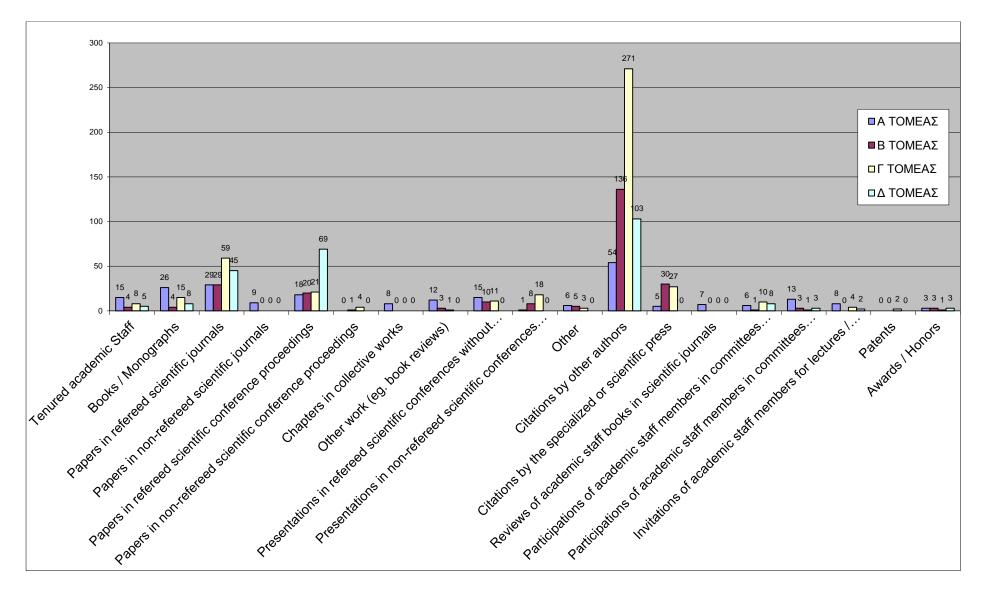


Figure 8: Comparative table of the research conducted by the tenured academic staff of each Division

Table 47: Scientific publications by members of the tenured teaching staff and non-tenured contract lecturers of each Division during the last five years.

Division A Division B					Division C		Division D		All Divisions A,B,Γ,Δ	
T T Staff-Lecurers	24	T T Staff-Lecurers	10		T T Staff-Lecurers	18	T T Staff-Lecurers	26	78	
Books / Monographs	13	Books / Monographs	4		Books / Monographs	8	Books / Monographs	8	33	
Papers in refeeed scientific journals	32	Papers in refeeed scientific journals	83		Papers in refeeed scientific journals	164	Papers in refeeed scientific journals	86	365	
Papers in non-refereed scientific journals	9	Papers in non-refereed scientific journals	2		Papers in non-refereed scientific journals	35	Papers in non-refereed scientific journals	1	47	
Papers in refereed academic conference proceedings	14	Papers in refereed academic conference proceedings	43		Papers in refereed academic conference proceedings	138	Papers in refereed academic conference proceedings	69		
Papers in non-refereed academic conference proceedings	36	Papers in non-refereed academic conference proceedings	0		Papers in non-refereed academic conference proceedings	33	Papers in non-refereed academic conference proceedings		264	
Chapters in collective works	8	Chapters in collective works	2		Chapters in collective works	10	Chapters in collective works	4	24	
Other work (eg. Book reviews)	13	Other work (eg. Book reviews)	6		Other work (eg. Book reviews)	3	Other work (eg. Book reviews)	2	24	
Presentations in refereed academic conferences without prceedings		Presentations in refereed academic conferences without prceedings	9		Presentations in refereed academic conferences without prceedings	25	Presentations in refereed academic conferences without prceedings	3	61	
Presentations in non- refereed academic conferences without prceedings	_	Presentations in non- refereed academic conferences without prceedings	0		Presentations in non- refereed academic conferences without prceedings	1	Presentations in non- refereed academic conferences without prceedings	1	10	
Other	9	Other	5	1	Other	1	Other	7	22	

Table 48: Recognition by third parties of the research conducted by the tenured teaching staff and non-tenured contract lecturers of each Division during the last five years.

Division A		Division B		Division C		Division D		Α,Β,Γ,Δ
Citations by other authors	21	Citations by other authors	1066	Citations by other authors	652	Citations by other authors	30	1769
Citations by the specialized or scientific press	6	Citations by the specialized or scientific press		Citations by the specialized or scientific press	1	Citations by the specialized or scientific press		7
Reviews of academic staff books in scientific journals	0	Reviews of academic staff books in scientific journals	0	Reviews of academic staff books in scientific journals	0	Reviews of academic staff books in scientific journals	0	0
Paarticipations of academic staff members in committees of scientific conferences	5	Paarticipations of academic staff members in committees of scientific conferences	2	Paarticipations of academic staff members in committees of scientific conferences	47	Paarticipations of academic staff members in committees of scientific conferences	0	54
Participations of academic staff members in committees of scientific journals	0	Participations of academic staff members in committees of scientific journals	10	Participations of academic staff members in committees of scientific journals	30	Participations of academic staff members in committees of scientific journals	1	41
Invitations of academic staff members for lectures / presentations	7	Invitations of academic staff members for lectures / presentations	0	Invitations of academic staff members for lectures / presentations	12	Invitations of academic staff members for lectures / presentations		19
Patents	0	Patents	0	Patents	0	Patents	0	0
Awards / Honors	5	Aw ards / Honors	2	Awards / Honors	6	Awards / Honors	1	14

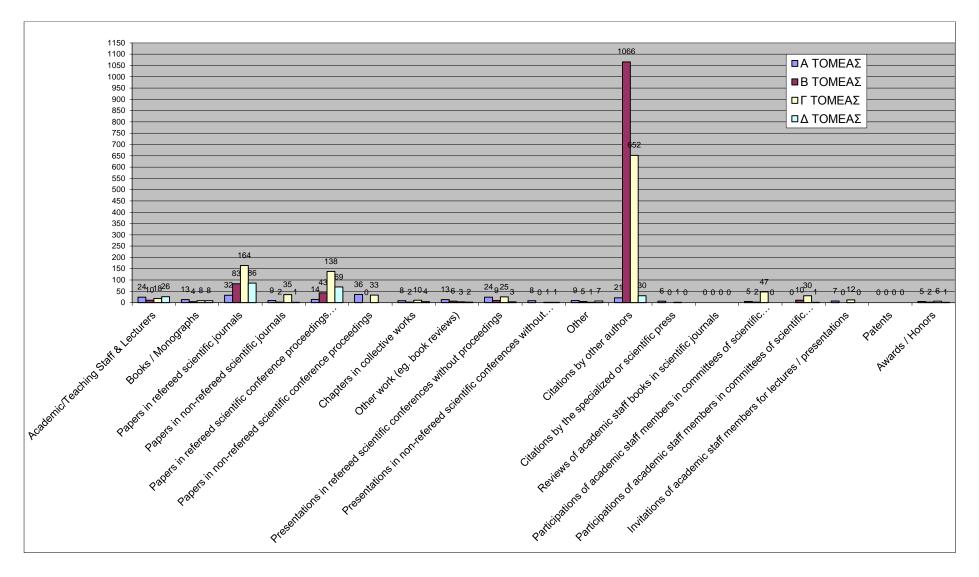


Figure 9: Comparative table of the research conducted by the tenured teaching staff and contract lecturers of each Division

Table 48: Scientific publications by members of the teaching staff (tenured academic staff, tenured teaching staff, non-tenured contract lecturers) of each Division during the last five years.

Division A		Division B	Division B Division C					Division D			
All staff members	39	All staff members	14	All	Il staff members 26		All staff members		110		
Books / Monographs	39	Books / Monographs	8	Во	oks / Monographs	23	Books / Monographs	16	86		
Papers in refeeed scientific journals	61	Papers in refeeed scientific journals	112		pers in refeeed entific journals	223	Papers in refeeed scientific journals	131	527		
Papers in non-refereed scientific journals	18	Papers in non-refereed scientific journals	2		pers in non-refereed entific journals	35	Papers in non-refereed scientific journals	1	56		
Papers in refereed academic conference proceedings		Papers in refereed academic conference proceedings	63	aca	pers in refereed ademic conference oceedings	159	Papers in refereed academic conference proceedings	138			
									392		
Papers in non-refereed academic conference proceedings		Papers in non-refereed academic conference proceedings	1	aca	pers in non-refereed ademic conference oceedings	37	Papers in non-refereed academic conference proceedings	0			
									74		
Chapters in collective works	16	Chapters in collective works	2	Ch wo	apters in collective rks	10	Chapters in collective works	4	32		
Other work (eg. Book reviews)	25	Other work (eg. Book reviews)	9		ner work (eg. Book riews)	4	Other work (eg. Book reviews)	2	40		
Presentations in refereed academic conferences without prceedings		Presentations in refereed academic conferences without prceedings		ref	esentations in ereed academic nferences without eedings	36	Presentations in refereed academic conferences without prceedings	3	97		
Presentations in non- refereed academic conferences without prceedings		Presentations in non- refereed academic conferences without prceedings	8	ref cor	esentations in non- ereed academic oferences without deedings	19	Presentations in non- refereed academic conferences without prceedings	1	37		
Other	15	Other	10	Oth	ner	4	Other	7	36		

Table 49: Recognition by third parties of the research conducted by all members of the teaching staff (tenured academic staff, tenured teaching staff, non-tenured contract lecturers) of each Division during the last five years.

Division A Division B		Division C			Division D		All Divisions A,B, $\Gamma$ , $\Delta$		
All staff members	39	All staff members	14		All staff members	26	All staff members 3	31	110
Books / Monographs	39	Books / Monographs	8		Books / Monographs	23	Books / Monographs 1	16	86
Papers in refeeed scientific journals	61	Papers in refeeed scientific journals	112		Papers in refeeed scientific journals	223	Papers in refeeed 13 scientific journals	31	527
Papers in non-refereed scientific journals	18	Papers in non-refereed scientific journals	2		Papers in non-refereed scientific journals	35	Papers in non-refereed scientific journals	1	56
Papers in refereed academic conference proceedings	32	Papers in refereed academic conference proceedings	63		Papers in refereed academic conference proceedings	159	Papers in refereed 13 academic conference proceedings	38	392
Papers in non-refereed academic conference proceedings	36	Papers in non-refereed academic conference proceedings	1		Papers in non-refereed academic conference proceedings	37	Papers in non-refereed (academic conference proceedings	0	74
Chapters in collective works	16	Chapters in collective works	2		Chapters in collective works	10	Chapters in collective works	4	32
Other work (eg. Book reviews)	25	Other work (eg. Book reviews)	9	ĺ	Other work (eg. Book reviews)	4	Other work (eg. Book z	2	40
Presentations in refereed academic conferences without prceedings		Presentations in refereed academic conferences without prceedings	19		Presentations in refereed academic conferences without prceedings	36	Presentations in 3 refereed academic conferences without prceedings	3	97
Presentations in non- refereed academic conferences without prceedings	9	Presentations in non- refereed academic conferences without prceedings	8		Presentations in non- refereed academic conferences without prceedings	19	Presentations in non- refereed academic conferences without prceedings	1	37
Other	15	Other	10	Ì	Other	4	Other 7	7	36

Table 50: Recognition by third parties of the research conducted by the teaching staff (tenured academic staff, tenured teaching staff, non-tenured contract lecturers) of each Division during the last five years.

Division A		Division B		Division C		Division D		Α,Β,Γ,Δ
Citations by other authors	75	Citations by other authors	1202	Citations by other authors	923	Citations by other authors	133	2333
Citations by the specialized or scientific press	11	Citations by the specialized or scientific press		Citations by the specialized or scientific press	28	Citations by the specialized or scientific press	0	69
Reviews of academic staff books in scientific journals	7	Reviews of academic staff books in scientific journals	0	Reviews of academic staff books in scientific journals	0	Reviews of academic staff books in scientific journals	0	7
Paarticipations of academic staff members in committees of scientific conferences	11	Paarticipations of academic staff members in committees of scientific conferences	3	Paarticipations of academic staff members in committees of scientific conferences	57	Paarticipations of academic staff members in committees of scientific conferences	8	79
Participations of academic staff members in committees of scientific journals	13	Participations of academic staff members in committees of scientific journals	13	Participations of academic staff members in committees of scientific journals	31	Participations of academic staff members in committees of scientific journals	4	61
Invitations of academic staff members for lectures / presentations	15	Invitations of academic staff members for lectures / presentations	0	Invitations of academic staff members for lectures / presentations	16	Invitations of academic staff members for lectures / presentations	2	33
Patents Awards / Honors	8	Patents Awards / Honors	5	Patents Awards / Honors	7	Patents Awards / Honors	4	24

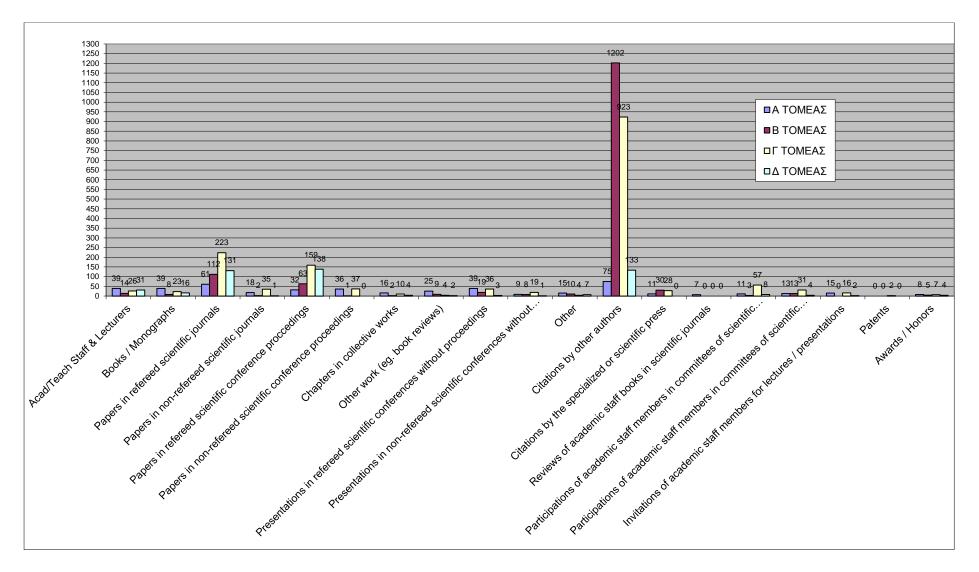


Figure 10: Comparative table of the research conducted by the teaching staff (tenured academic staff, tenured teaching staff, non-tenured contract lecturers) of each Division

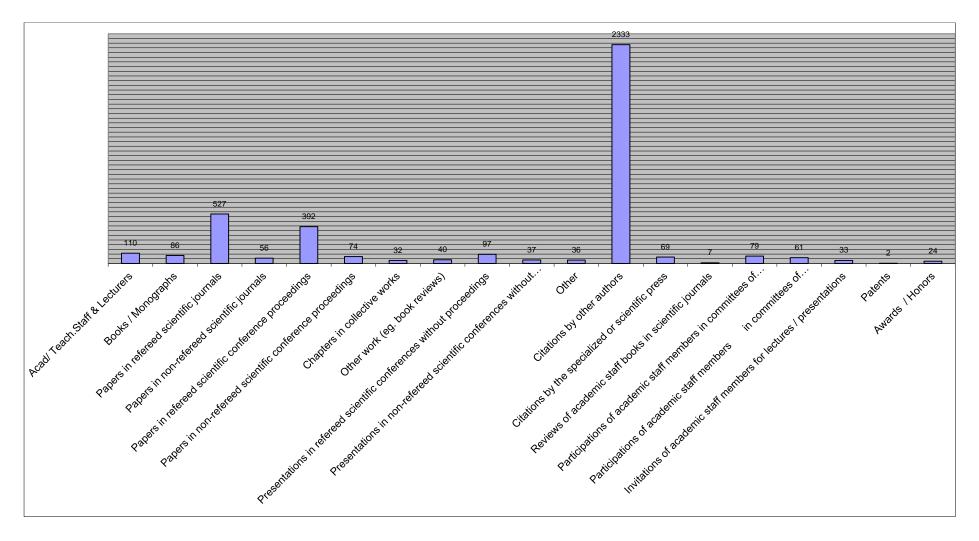


Figure 11: Graph of the research conducted by the total members of the HAA teaching staff (tenured academic staff, tenured teaching staff, non-tenured contract lecturers)

## 6. Interconnection with Social, Cultural and Productive Bodies

- 6.1. How do you assess the interaction between the HAA and social, cultural, and productive bodies?
- 6.1.1. Which projects are or were carried out in the HAA in collaboration with social/cultural/productive bodies during the last five years? How many members of the tenured academic staff participated in these projects?

The collaboration of the HAA with social/cultural/productive bodies is materialized through:

- ➤ Delegations of cadets participating in activities organized by social/cultural/productive bodies to which the HAA is invited (in the last five years the Academy participated in approximately 15 such activities annually)
- ➤ Annual participations in parades in Greece and Cyprus
- ➤ Conducting one-day meetings and scientific conferences to which social/cultural/productive bodies are invited to participate
- Providing athletes with access to the HAA Sports Center (swimming pool) for their training, in collaboration with Municipal Athletic Organizations, Sports Clubs and Leagues
- Allowing Shooting Clubs of Attica to use the Academy Shooting Range
- Organizing European Championship Water Polo Games in the HAA indoor swimming pool
- Organizing Armed Forces and Security Forces Competitions and Games on the HAA grounds, making full use of the sports facilities provided
- Inviting athletic bodies to offer / participate voluntarily in major sports events and Military Championships
- Collaborating with cultural bodies aiming at voluntary offers / participations in the country's cultural events
- Collaborating with the Ministry of Defense and the Ministry of Education in order to conduct the entrance examinations of candidates to Military Academies. The aforementioned examinations take place on the HAA premises and are organized by the Department of Entrance Examinations. The tenured academic staff and especially the heads of the four Divisions are invited to participate in the activities organized by the Department.

## 6.1.2. How many undergraduate, postgraduate and doctoral students of the Department have participated in these?

Due to a demanding studies curriculum (Academic – Military Training), cadets ('Evelpides') have limited time for activities outside the Department; however, by both the teaching staff's and the cadets' own initiative, and with the approval of the Command, they participate in various events that highlight the Academy's social profile.

6.1.3. How are the Department's scientific partnerships with SCP (Social/Cultural/Productive) bodies acknowledged and displayed?

The Department's scientific partnerships with SCP organizations are sufficiently featured in <a href="mailto:the Academy's webpage">the Academy's webpage</a> (<a href="www.sse.gr">www.sse.gr</a>), as well as the webpages of the respective bodies.

- 6.2. How do you assess the Departments potential for developing partnerships with SCP bodies?
- 6.2.1. Are there mechanisms and procedures in place for developing partnerships? How effective do you reckon they are?

There are professional ethics, that all members of the Department and the Academy have developed, based on which they respond to every related request. Furthermore, there is a law that governs the professional progress of the tenured academic staff, where the evaluation of the academics' social contribution is mentioned.

- 6.3. How does the Department's tenured academic staff address the development of such partnerships?
- 6.3.1. How do the SCP bodies address the development of such partnerships?

The Department's tenured academic staff address the subject with exceptional seriousness, since they believe that it is a way to expand the horizons of the HAA to a wider field.

**6.3.2.** Does the Department offer certified workshops for the provision of services?

The Department offers duly constituted workshops which provide services to social bodies – for instance, an Informatics Workshop. The tenured academic staff

also provides services at times, such as ergometrics (body measurement) for the academy's civilian and military personnel via the Department of Physical and Cultural Education's workshop, as well as lectures on Psychology.

### 6.3.3. Is the Department's laboratory infrastructure utilized in the partnerships with SCP bodies?

The use of the existing laboratory infrastructure would be desired, with the prospect of its further development.

- 6.4. How do you rate the Department's actions towards the development and enhancement of partnerships with SCP bodies?
- 6.4.1. Are the results of collaborative projects published in specialized periodicals or the press?

Depending on the nature of the event, the outcome of a partnership is published where it is deemed appropriate, that is in scientific journals (records of academic conferences). However, as a rule, the majority of such events and activities are posted on the Academy's and Hellenic Army General Staff's (HAGS) webpages.

6.4.2. Does the Department organize or participate in events with the purpose of familiarizing SCP bodies with the Department's goals, objective and produced work?

The Academy's purposes are clearly determined and widely known. Nevertheless, through the Academy's webpage (<a href="www.sse.gr">www.sse.gr</a>) and the "Evelpis" magazine, we seek to raise the public's awareness. Besides, youths are rigorously informed via Officers' visits to Secondary Education bodies, as well as student visits to the Academy's premises.

## 6.4.3. Is there any contact and collaboration with graduates that are members of SCP bodies?

The tenured academic staff keep contact and collaborate with graduates who work for the Army. Interpersonal relationships are strengthened by the need – but also the ability – to employ the graduates in the Academy as Military Teaching Staff, as well as by assigning them to Cadre positions in the Academy during their career. There is wide collaboration with veterans/graduates who are members of SCP bodies.

## 6.5. To what degree do you consider that partnerships with SCP bodies are linked to the educational process?

#### 6.5.1. Are student visits to SCP sites part of the educational process?

The visits are indeed part of the training process. Every year, educational visits to archaeological sites and museums take place, in Athens and – taking advantage of Military Training – in other areas of Greece.

#### 6.5.2. Are there planned lectures by members of SCP bodies?

The annual academic curriculum includes a series of lectures by members of SCP bodies.

#### 6.5.3. Are members of SCP bodies employed in teaching positions?

Members of the Army, the Air Force and the Greek Police Force are employed in the Academy as Military Teaching Staff. Moreover, according to Presidential Decree PD 407/80 on the employment of teaching staff, members of SCP bodies are given the opportunity to teach at the Academy.

## 6.6. How do you assess the Department's contribution to local, regional and national development?

#### 6.6.1. How stable and viable are existing partnerships?

The Academy provides part of their athletic facilities to Local Government. Furthermore, the results of research conducted by the tenured academic staff of the Technological Division contribute to National Development, as they are used freely or through the Industrial Property Organization.

## 6.6.2. Are there any programme agreements of partnership between the Department and SCP bodies?

There is an existing partnership with local government (Municipality of Vari Voula Vouliagmeni) regarding matters of common interest.

## 6.6.3. Is the Department represented in local and regional organizations and developmental bodies?

There is no such representation currently. We do hope there will be in the future.

## 6.6.4. Is the Department an active participant in developing local/regional development plans?

The fact that the Academy is located in Vari-Koropi area upgrades the local population and the region in general culturally and, of course, financially, hence the HAA is a strong agent of development in the area.

6.6.5. Is there any interaction and/or collaboration between the Department and its environment, particularly relevant Departments of other academic institutions?

For the purpose of carrying out academic conferences and electing/promoting tenured academic staff, there are partnerships with other Military Academies and Higher Education Institutions, teaching in postgraduate programs of Higher Education Institutions, participation in three-member advisory committees for doctoral studies, and participation in research programs.

6.6.6. Does the Department develop and preserve relationships with the local and regional community, as well as with the local, regional an/or national economic infrastructure?

The Academy provides its athletic facilities (mainly the swimming-pool) to sports clubs/associations of East Attica for swimming and water polo courses for citizens, as well as for training for professional athletes. A telling example is the fact that the indoor swimming-pool is used for practice by the women's National Water Polo Team, thanks to the Academy's partnership with the Swimming Federation of Greece. Through this partnership, the Academy contributes significantly to improved conditions of training in preparation for the Olympics for the women's National Water Polo Team. It is also worth mentioning that the Academy's Shooting Range is used nearly daily (except on the cadets' training days) by shooting associations of Attica.

6.6.7. How does the Department participate in major regional, national and international research and academic networks?

Via the tenured academic staff, the Department participates in scientific conference committees, boards of scientific associations, consultation visits with foreign research centers, and refereeing processes for publication of scientific articles.

- 6.6.8. Does the Department organize and/or participate in cultural events addressed at the immediate environment?
  - > It organizes high-level cultural events (music and dance performances in

both Athens and Thessaloniki Concert Halls) with the academy's teaching staff, delegations of uniformed cadets, and even the participation of world renowned Greek musicians and singers.

- It organizes games/matches for a variety of sports (track, tennis, swimming, volleyball, basketball), inside or outside the Academy, where a great number of military or sports teams participate.
- ➤ It participates in various athletic events on a National (Marathon) and/or local (tour of the city) level with the Academy's sports teams.
- ➤ It participates with delegations of uniformed cadets of all years in lectures of a cultural and scientific interest by the well-known Literary Association "Parnassos".

#### 7. Academic Development Strategy

## 7.1. How do you assess the Departments academic development strategy?

## 7.1.1. What is the participation of the academic community in planning and monitoring its development strategies and in publishing their results?

After law N. 3883 (Government Gazette A167/24.09.2010) was voted and the Academic Assembly's corporate body was created, the body was included in the regulatory framework regarding the Academy's operation, which "brings to the attention of the Educational Board, via the Dean, issues that concern the academic development strategy of the Military Academy...", therefore the academic community does participate in planning the academic development strategy:

- (1) Through suggestions/proposals of the Academic Assembly, via the Dean, to the Educational Board.
- (2) Through the Dean and other (elected) academic members of the Academy's Educational Board.

With respect to monitoring the Department's development strategies and publishing their results, the participation of the academic community is ensured via the Dean and other (elected) academic members of the Academy's Educational Board, or a special committee that the Educational Board will form hereon.

## 7.1.2. Does the Department collect and utilize the necessary data and indexes for an effective planning of its academic development?

Our first attempt is part of the current process and within the frame of internal evaluation. Data is methodically collected and will constitute material that will be utilized in planning academic development.

## 7.1.3. What kind of efforts does the Department make in order to attract high-level academic staff?

There are significant and objective criteria that act as incentives for high-level academics, namely:

(1) the fact that the Academy is seated in Athens, combined with

- (2) its academic structure,
- (3) adopting the qualification requirements for the selection of tenured academic staff as they apply for Universities,
- (4) adopting the selection procedures as they apply to Universities, which makes the Academy attractive to candidates,
- (5) the approval and planning of two Postgraduate Studies Programmes (PSP), in partnership with the Department of Production Engineering and Management of the Polytechnic University of Crete, on the subjects of **Applied Operations Research** and **Analysis and Design of Systems Engineering**,
- (6) participation in the European Military Erasmus Programme for the exchange of students and members of teaching staff, with the purpose of familiarizing cadets and teaching staff with different doctrines and educational methods,
- (7) the Academy's historical character, since it was founded in 1828, combined with its international reputation,
  - (8) organizing high-level academic meetings/conferences, and
- (9) inviting high-level academics to participate in the scientific committees for the Academy's journals (*Scientific Publications*, *Athletic Science* and *Armed Forces*).

## 7.1.4. How are plans for hiring and promoting the academic staff connected to the Department's academic development plan?

The Academy's division structure for the Department of Military Science guarantees a strong and multi-dimensional evolution of the academic development plan towards all directions, with the necessary additions of academic staff, after suggestions by the Division Directors in charge (ar. 3 l. 3187/2003). This academic development plan emerges from, and is constantly redefined, through decisions reached in the Academic Assembly's and the Educational Board's meetings; it also complies with the Higher Military Council (HMC) Proceedings n. 1/27, January 2010, within the constraints defined by law 3187/2003 on Higher Education Military Institutions. The present internal evaluation report will also be conducive towards that direction.

# 7.1.5. How many students does the Department accept each year? How many students actually attend each year, and how were they admitted (admission exams, transfer, special category, etc.)?

The number of enrolled students is determined by the Ministry of Defense, based on a suggestion/proposal by the HAGS. The HAGS is in charge of documenting the Army's needs. Data on the composition and origin of the student population is held at the Academy's Department of Admission Examinations. As an indication, the

number of enrolled students for the Academic Year 2013-2014 was 244. More detailed data on the students can be seen in the table below (Table 52):

#### **Students**

- ➤ Greeks
- Cypriots (Special category)
- Foreigners (Special category)
- Pre-trained (Special category)

Table 52: Table of enrolled students for the Academic Year 2013-2014.

	Greeks	(Cypriots) Special	(Foreigners) Special	(PT) S	pecial
		category	category	category	
1st year	189	31	0		
2nd year	198	31	10		
3rd year	199	17	8		
4th year	240	24	13		
	826	103	31	24	

## 7.1.6. What kind of efforts does the Department make in order to attract high-level students?

The Academy ranks among the most popular higher education institutions, something which is corroborated by the respective admission grades each year. Its popularity is due to a number of factors (employment prospects, career, opportunities for postgraduate studies in both Greek and foreign universities, patriotism-strong sense of responsibility and duty, leadership aspirations, etc.). Other reinforcing factors are:

- (1) its academic structure,
- (2) its developing extroversion (meetings, conferences, seminars, postgraduate programmes, publications, partnerships with Universities, etc.),
  - (3) school visit programmes,
  - (4) a multi-dimensional approach to military science,
- (5) orientation towards both empirical (military training) and theoretical (academic training) elements,
- (6) the Academy's historic character and its international reputation (among the 10 most world-renowned Military academies, according to www.onlinecollege.org),
- (7) participation in the Military Erasmus Programme, with the purpose of familiarizing cadets and teaching staff with different doctrines and educational methods,

- (8) organizing high-level meetings/conferences, and
- (9) inviting high-level academics to participate in the scientific committees for the Academy's journals (*Scientific Publications*, *Athletic Science* and *Armed Forces*).

## 7.2. How do you assess the Department's process of forming an academic development strategy?

## 7.2.1. Is there a process of forming a specific short-term (e.g. five-year) development plan? If so, how effective do you consider it?

This particular plan emerges from and is constantly redefined through decisions reached in the Academic Assembly's and the Educational Board's meetings, and it complies with the HMC Proceedings n. 1/27, January 2010, within the constraints defined by law 3187/2003 on Higher Education Military Institutions. At the same time, there may be, depending on the case, development initiatives that are formed within the operating framework of each Division.

Divisions and Laboratories remain the principal "core" entities for forming and processing development plans.

The annual Curriculum, which includes both academic and military training, is planned, materialized and modified under the auspices of the Educational Board, in which the Dean and other (elected) academic members participate as representatives of the academic community. This particular process is highly effective, as a rule, given that it is linked to the Educational Board's operation and the materialization of its decisions. Moreover, once law N. 3883 (Government Gazette A167/24.09.2010) was voted and the Academic Assembly's corporate body was created, the body was included in the regulatory framework of the Academy's operation, which "raises to the Educational Board, via the Dean, issues that concern the academic development strategy of the HAA with respect to its Undergraduate and Postgraduate Studies Curricula, research orientation, academic partnerships with universities and research centers, establishing and eliminating Divisions and Laboratories, planning of new teaching staff positions, and ensuring quality". Individual issues are introduced and discussed, and related proposals are brought to the Educational Board.

The Academic Assembly develops a detailed proposal concerning Academic Development Strategy. This is brought to the HAA's Educational Board by the Dean for discussion and decision-making. The process described in this paragraph pertains to the academic year 2014-2015, as well as the following years. The present report is expected to be also conducive towards this direction.

## 7.2.2. Is there a monitoring process for the development plan in question? How effective do you consider it?

Once the Department's development plan is compiled, the HAA's Educational Board, or a special committee, is in charge of monitoring its materialization.

## 7.2.3. Is there a publication process for the development plan in question and its results?

Once a development plan is compiled for the Department, the Academy's Educational Board, or a special committee, is responsible for monitoring its materialization. More specifically, it:

- (1) publicizes the plan
- (2) compiles and publishes a report on its progress/actions/assessment-review on a yearly or semi-yearly basis.

The related texts will also be posted on the Academy's webpage, so long as they do not include classified information.

### 8. Administrative Services and Infrastructures

This section is analyzed in six parts, each of which include their own additional queries. These parts are as follows:

- 1) Effectiveness of administrative and technical services, with six additional queries
- 2) Student care services, with eight additional queries
- 3) All kinds of infrastructure used by the Department, with nine additional queries
- 4) Utilization of new technologies by the Department's various services (except education and research), with four additional queries
- 5) Transparency and effectiveness in the use of infrastructure and equipment, with two additional queries
- 6) Transparency and effectiveness in financial management, with three additional queries

# 8.1. Effectiveness of administrative and technical services. How are the Department's and the Divisions' Secretariats staffed and organized?

As previously mentioned, the Department consists of the *Military Training Administration (MTA)*, the *Dean's Secretariat*, and the *Department Secretariat*.

- The MTA is supported by Offices staffed by the Academy's Officers.
- The Dean's Secretariat is supported by two (2) administrative officers.
- > The Department Secretariat is supported by two (2) administrative officers.

It should be noted that the Dean's Secretariat and the Department Secretariat share the same space. Therefore, the two administrative officers working for one Secretariat can attend to the needs of the other Secretariat, if/when such a need presents itself.

- ➤ The Educational Board has its own Secretariat to meet its secretarial needs, which consists of three (3) members. The Educational Board's Secretariat reports to the Academy's Commander, as dictated by law N.3883/article 88
- ➤ The Educational Board's Secretariat covers the secretarial needs of the Academic Assembly.
- > Secretarial support of the Divisions is currently undertaken by the Department Secretariat, in collaboration with the Teaching Staff's Office.

8.1.1. How effective do you consider the services provided by the Department's and the Divisions' Secretariats and their working hours, with regard to meeting the needs of teaching staff and cadets?

Based on the existing staff, the provided services are considered to be of a satisfactory level. It should be noted that, during the past two (2) years, after taking account of the conclusions of the previous evaluation, significant improvements have been made in fields such as: internet access, presence of personal computers, data processing system, suitability of work spaces, technical services provided, required technical equipment, working hours, etc. The Academy's communication with official authorities – national and foreign Organizations – is realized via e-mail. Electronic archives of administrative documents are stored for security purposes in the local network named "Alexandros", from where information and archives are issued. The Dean's Office has its own network for information management, named "GORGO". Student grades are posted online, after their names on the examination papers are revealed, on the asynchronous teaching platform "Moodle". This process takes place in the presence of the member of teaching staff responsible for the course.

8.1.2. How effective is the collaboration between the Department's administrative services and those of the Institution's central management? How satisfactory, with regard to the Department's needs, are (a) the organization and working hours of the Library and (b) of the Information Services?

The HAA is a single-department higher education institution, and, as a result, in many administrative areas, the Academy coincides with the Department. Accordingly, the administrative services and infrastructure involved often coincide.

Regarding the organization and working hours of the Library and the Information Services, there was significant development, since the Library remains open in the evening as well, so that cadets can have easy access. The working hours of the Information Services were also considered to be adequate, since the services (phone, electronic mail, etc.) operate for as long as Public Services, as well as on a 24-hour basis on the Academy's webpage.

8.1.3. How are the Department's Laboratories and/or Study Halls staffed and organized?

An improvement on Laboratory staff is expected, as from the onset of the two Postgraduate Programmes that will take place in the Academy's facilities.

#### 8.1.4. How effective do you consider their operation?

The Department's laboratories have tenured and contract teaching staff. The infrastructure of the laboratories has been rated as 'good' and are currently improving, through the analysis of the results and recommendations of the Internal Evaluation which took place two years ago.

### 8.1.5. How are the Department's infrastructure, informatics and telecommunications services supported? How effective are they?

The Department's infrastructure and informatics and telecommunications services are adequately supported when it comes to both administrative and teaching-research staff. Every classroom has a computer and a projector. The HAA has an independent call centre. The Research and Informatics Office is in charge of data processing/computerization and technical support for the HAA. During the final term of the evaluation, the servers and internet applications were updated.

#### 8.2. Care services for cadets

#### 8.2.1. How is the institution of the Academic Tutor applied?

The Academy does not have the institution of Academic Tutor. However, there is a Supervising Officer for every class of cadets. Furthermore, members of teaching staff are available for consultation by cadets.

Since 2008, a Practice for social-psychological support operates within the HAA. This is staffed with specialized scientific personnel, namely certified psychologists, who offer high-level psychological support and counseling to cadets.

More specifically, since 2008, the practice is staffed with a tenured licensed psychologist, who is specialized in psychotherapy and trauma therapy.

Since 2011, a non-tenured licensed member has been added to the staff, who is specialized in Social Psychology.

Finally, in September 2013, a second lieutenant was added, with a degree in Psychology and a legal professional license.

### 8.2.2. How effectively is members' of the academic community access to Informatics and Communications Technologies supported?

Members' of the academic community access to Informatics and Communications Technologies is rated as adequate, regarding both informatics and communications services and teaching.

### 8.2.3. Is there a support service for working students? If so, how effective do you consider it?

This institution does not exist in the HAA, because cadets are remunerated during their studies with a percentage of the base second lieutenant salary.

### 8.2.4. Is there a support service for weaker cadets and those who do not complete their studies in time? If so, how effective is it?

There is no support service for cadets who do not complete their studies in time, as it is not permitted to extend studies beyond five (5) years. Regarding weaker cadets, there are support services in the form of tutoring, as well as office hours on a weekly basis by the teaching staff for clarifications and guidance.

### 8.2.5. Are scholarships offered to excelling students or special categories of students (other than those offered by the State Scholarships Foundation)?

The Academy does not offer scholarships, as the basic needs of all students (boarding, books, stationary) are provided for. There is full health coverage, with an Infirmary that operates within the HAA, and support by the 401 General Military Hospital of Athens (GMHA) for more serious cases. In addition, a monthly remuneration is provided, which is a percentage of the base second lieutenant salary.

All textbooks and lecture notes are given to cadets for free, and provisions are made so that all textbooks are available to cadets from the start of the academic year.

Excellence and distinctions are the factors determining student hierarchy during each year of studies and the general order of graduation, yet they do not solely take into account academic performance, but also general conduct and military qualifications. Honorary emblems are bestowed to distinguished cadets as a moral reward. It must be noted that a second lieutenant's order of graduation plays a decisive part in their further advancement, since the concept of "seniority" (army list) is a main component of Military structure.

### 8.2.6. Does the Department have a specific policy for a smooth integration of newcomers? If so, how effective is it?

When it comes to the Department's policy for a smooth integration of newcomers, the particular characteristics of the HAA need to be highlighted. More specifically, besides entering the HAA academic environment, newcomers are called to adopt behaviors consistent with the Military. In any case, this is a rather complex process and requires intervention by specialized agents (military instructors and members of teaching staff).

### 8.2.7. How are cadets included in the life of the Department, and the Institution in general?

In HAA, cadets are included in the life of the Department and the Institution in general based on law N. 3187/2003 (RD (Royal Decree) 312/1968 also stands). Cadets are active in all of the Academy's engagements. They also attend scientific conferences and meetings organized by the Academy.

#### 8.2.8. What kind of special support do foreign students receive?

As mentioned in the Chapter on the *Curriculum,* foreigners are trained in two (2) stages:

➤ They are pre-trained for two (2) terms within the Academy, during which time they learn the Greek Language and also receive courses in Mathematics and Physics.

As cadets, after successfully completing their Greek language proficiency exams, they improve their Language skills for the duration of their studies. Specifically, as decided by the Educational Board, foreign cadets also improve their knowledge of the Greek Language though the teaching and learning of Foreign Languages.

### 8.3. Infrastructure of all kinds used by the Department

#### 8.3.1. Adequacy and quality of documentation in the library

Undoubtedly, the documentation found in the library can be improved in quality and quantity, so that it adequately meets the Department's requirements. It should be noted that many titles come from personal donations. The library is staffed with two people, a permanent administrative officer and a librarian, who manage its daily operation. It is open during morning and evening hours.

Not only is the literature not updated, but the library is also not connected to the **He**llenic **A**cademic **L**ibraries **Link**-HealLink, something that would ensure access to one of the largest and most up-to-date literature databases. It would allow collaborations with international publishers and electronic scientific information service providers that would meet, to a great extent, the library users' research, educational and scientific needs. Without being part of the national libraries and scientific databases network, the HAA library is at a disadvantage, and, essentially, lacks the opportunity to follow recent developments in knowledge production.

#### 8.3.2. Adequacy and quality of shared technical equipment

All the cadets have been given personal computers. Classrooms are equipped with computer-projector systems. There are three (3) photocopiers that cover the needs of teaching staff and students alike, and there are multi-function printers in the offices that cover the personnel's needs. There are also older types of equipment, such as overhead projectors, that are at the teaching staff's disposal. Of course, it would be desired to improve performance through maintenance and updating the current facilities.

#### 8.3.3. Adequacy and quality of spaces and equipment of study halls

There are no institutionally designated study halls in HAA. The cadets' chambers, classrooms and the library are used as study halls.

#### 8.3.4. Adequacy and quality of teaching staff offices

Recently, among other changes that took place, the teaching staff's offices moved to a more adequately equipped space, although there is always room for improvement; decisions by the HAA Administration are moving towards this direction.

#### 8.3.5. Adequacy and quality of Secretariat spaces

The quality of the Department's Secretariat spaces is satisfactory. The equipment, as aforementioned, is adequate and is in the process of being updated.

#### 8.3.6. Adequacy and quality of conference spaces

HAA has five (5) main conference spaces:

- 1) A conference room located next to the Division Directors' offices, seating 25-30.
- 2) A conference room located next to the Dean's office, in the Administration Building, seating 15-20.
- 3) A conference room located in the Administration Building, seating 40.
- 4) The three (3) aforementioned rooms are adequately furnished, but there is no permanent projection system installed yet.
- 5) A main conference room, located in the Administrative Building, seating 40, with up-to-date electronic equipment and a potential for teleconference, where the Higher Military Council, Educational Board and Elections of Tenured Academic Staff take place.

6) An amphitheatre, located in the Administration Building, seating 1000, with an innovative roof structure (shell), up-to-date electronic equipment, where meetings, conventions, lectures, and music events are held, as well as the recent events/activities for the ERASMUS programme on the occasion of the Greek Presidency of the European Union.

### 8.3.7. Adequacy and quality of other spaces (teaching centres, museums, archives, farms, exhibition venues, etc.).

#### The HAA has:

- 1) A Museum with exhibits of great value related to the Academy's, and Modern Greece's in general, History.
- 2) An Outdoor Museum, where weapons and other devices used by the Greek Military in the past are exhibited.
- 3) An archive of administrative documents, kept in a dedicated space.
- 4) An HAA archive of photocopies from the Hellenic State General Archives.
- 5) A collection of old valuable books at the Academy's library.
- 6) A clubroom, where gatherings and receptions take place within meetings, conferences and other activities.
- 7) A printing room, with up-to-date equipment and specialized staff, where the Academy's textbooks and lecture notes are printed.
- 8) Workshops (carpentry worshop, engine workshop, electrician's workshop), staffed with either civilians or military personnel. They mainly provide services on a unit (camp) level, and belong to the Logistics Division.
- 9) A shooting range.
- 10) Facilities of the Command Company, in support of the Academy's operation.

#### 8.3.8. Adequacy and quality of infrastructure for individuals with disabilities

Due to the HAA's particular character as a Military Institution, there are no infrastructural provisions for people with disabilities.

### 8.3.9. How is members' of the academic community access to the Department's infrastructure and equipment ensured?

When it comes to portable computers, projectors and overhead projectors, the equipment is entirely at the teaching staff's disposal. This equipment is, however, limited, since it is used simultaneously for educational purposes by a large number of members of teaching staff.

## 8.4. Utilization of new technologies by the various Department offices (with the exception of educational and research work)

### 8.4.1. Which of the Department's operations are supported by ICT (Information and Communication Technology)?

#### HAA has:

- A webpage, where the following can be found in electronic form:
- 1) History A tour of the premises Description of life in the Hellenic Naval Academy (HNA)
- 2) Organizational chart Personnel index Regulatory Framework
- 3) Web mail
- 4) Updates on Academic education and Military training
- 5) The structure of Academic Divisions
- 6) Updates on events ceremonies athletic activities.
- 7) Printed material of conferencess meetings announcements events.
- ➤ Application of the asynchronous electronic platform "Moodle", where notes, books, and textbooks are uploaded in electronic form.
- 1) Moodle has been installed and can be accessed by all cadets.
- 2) The Academy's courses have been posted, and information is updated by the respective member of teaching staff.
- 3) Cadets are informed and study via this electronic platform.
- 4) The 'cadet questionnaire' is also present on Moodle, with the purpose of improving and ensuring the quality of the provided education. Cadets evaluate teaching in the current term by filling out a the 'cadet questionnaire'. This form serves the Internal Evaluation process.
- Wireless Networks:
- 1) "GORGO" for academic purposes.
- 2) "Alexandros" for the Military Directorates in operation.
- 3) "Kapodistrias" for Officers' information issues.

### 8.4.2. Which of these are used by the Department's administrative services, students and academic staff, and how much?

All of them in their totality

### 8.4.3. How many of the Department's academic staff members have a personal webpage?

The possibility for the teaching staff to post personal webpages on the Academy's official webpage is currently under construction.

### 8.4.4. How often is the Department's website updated?

The Academy's website is updated on a **daily** basis with activities and useful announcements.

# 8.5. Transparency and effectiveness in the use of infrastructure and equipment

### 8.5.1. Is the Department's available infrastructure used sensibly? How is sensible use ensured?

The Department's available infrastructure is used properly, under guidance by the respective Administrations.

### 8.6. Transparency and effectiveness in financial management

The HAA doesnot have its own self-managed sources of revenue, and, as a result, issues of transparency and effective financial management have not arisen to date. Financial management takes place through standing orders and approval by the HAGS.

### 8.6.1. Is there a process of drafting and running a budget for the Department in place? If so, how effectively is it applied?

A process of drafting and running a budget for the Department is in place by law 3187/2003, which dictates that the Dean and the Military Training Director submit an annual budget of the educational needs regarding academic and military education respectively to the HAA Sub-Commander (the Academy's Financial Enforcer) and members of the Educational Board. The Educational Board draws a budget plan for the Academy's educational needs, following a proposal by the Academy's Sub-Commander, which it then forwards to the HAGS for approval.

### 8.6.2. 3.6.2 Is there a resource distribution process in place? If so, how effectively is it applied?

No resource distribution process is in place at an academic unit level.

#### 8.6.3. Is there a reviewing process in place? If so, how effectively is it applied?

No autonomous process of financial review is in place at an academic unit level.

### 8.6.4. Special reference to the question of putting a Dedicated Research Account in place

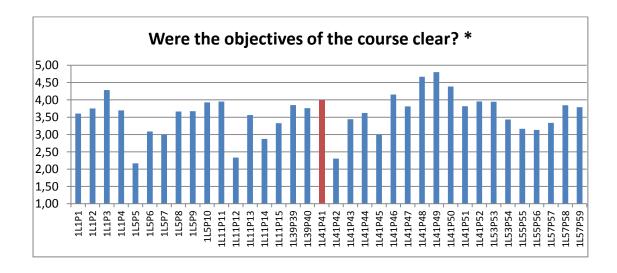
Since 2003, establishing a Dedicated Research Account for Higher Education Military Institutions by law is under consideration. A number of administrative decisions, at Ministry level, have been made since then to enforce the law. Nonetheless, the Dedicated Account has not yet been functional to its full extent.

### 9. Charts of Responses to Cadet Questionnaires

The following diagrams illustrate the graphical results of Cadets' responses to a questionnaire focusing on the courses taught in the Department during the eight (8) semesters of the process of internal evaluation.

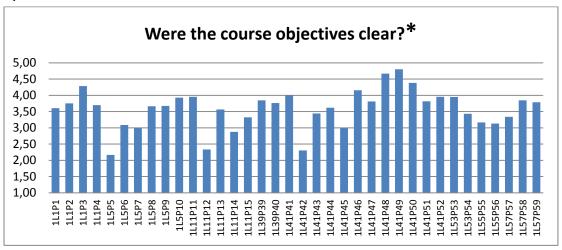
The diagram displays the rating, on a scale from 1 to 5, according to which Cadets evaluate each Instructor per course. One axis of the graphs depicts the scale score from 1-5 and the other axis the Instructor (eg **1L1P1** is instructor **P1** who teaches course **L1** in the **1**<sup>st</sup> semester during which the evaluation is conducted, whereas **1L1P2** is instructor **P2** who teaches the same course [**L1**] in the **1**<sup>st</sup> semester). At the end of each chart, the average score for all instructors for each question is also indicated.

**Example 1**: To the question "Were the objectives of the course clear?" appearing in the first diagram, the cadets in the first semester evaluated as 4.0 (out of 5) Instructor 1L41P41 of the Department (see red bar). In this specific question, the average score of the Instructor is: 3.59.



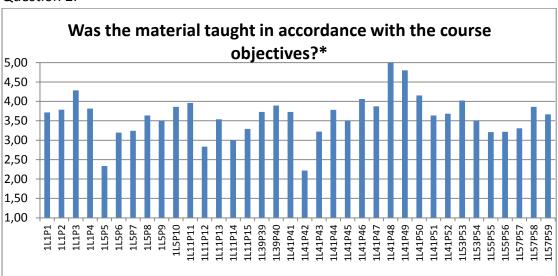
### 9.1. 1<sup>st</sup> Semester

#### Question 1



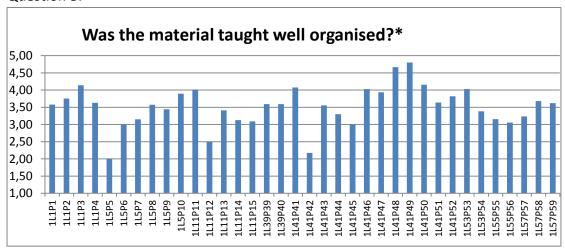
Average: 3,59.

Question 2.



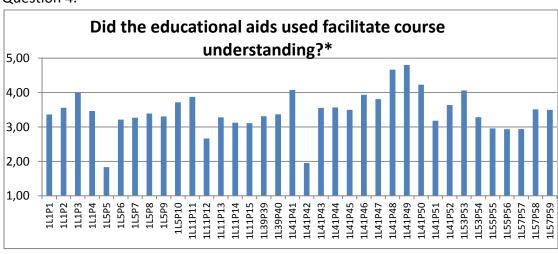
Average: 3,61.

Question 3.



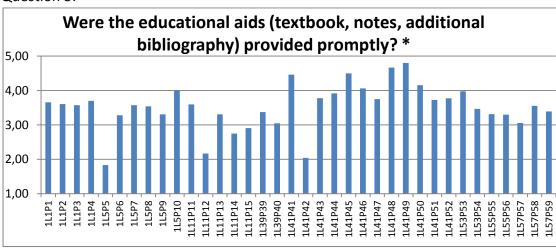
Average: 3,52.

Question 4.



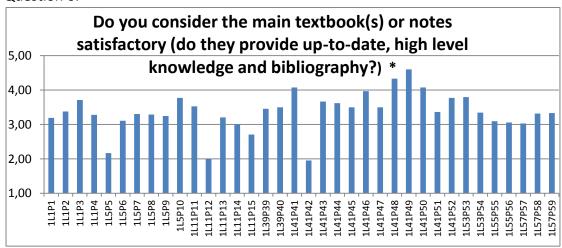
Average: 3,44.

Question 5.



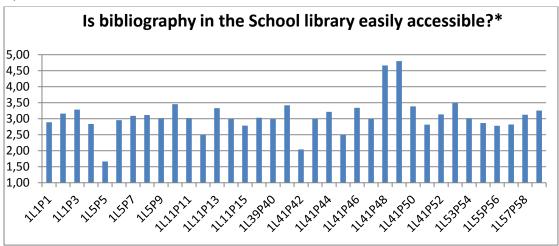
Average: 3,53.

#### Question 6.



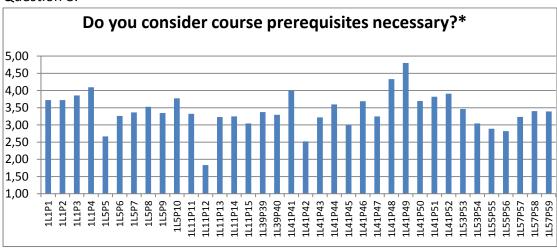
Average: **3,37**.

#### Question 7.



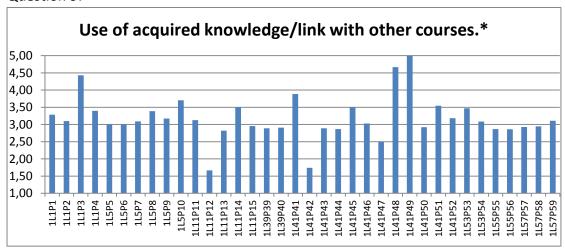
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Question 8.



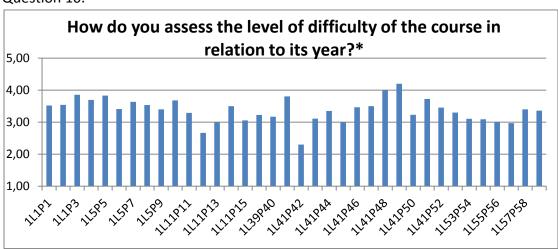
Average: 3,41.

Question 9.



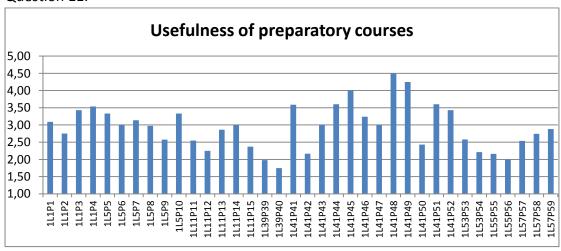
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Question 10.



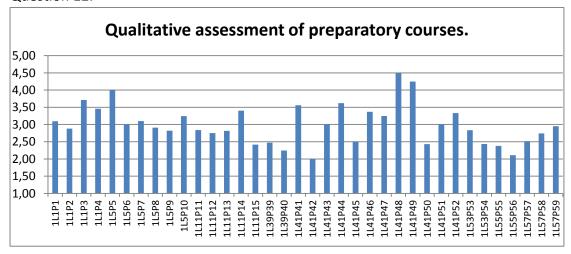
Average: 3,37.

Question 11.



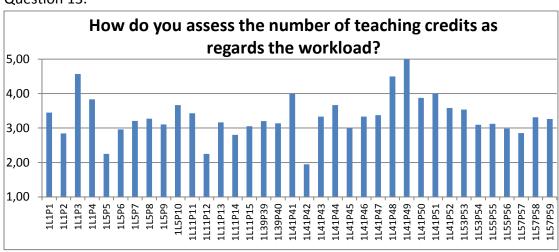
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Question 12.



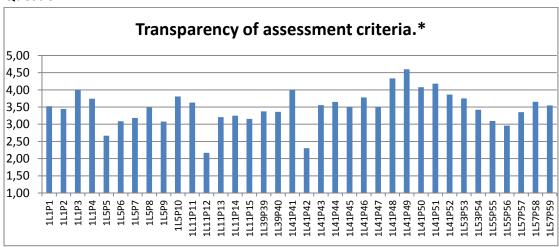
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Question 13.



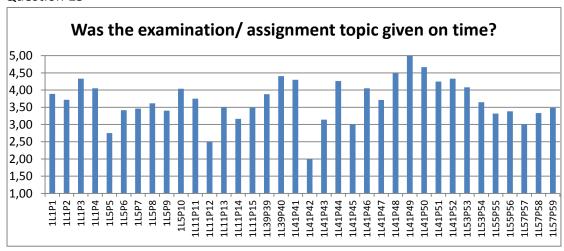
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Question 14.



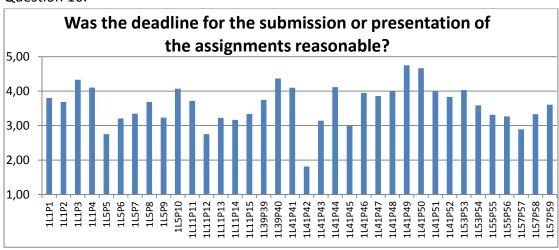
Average: 3,48.

Question 15



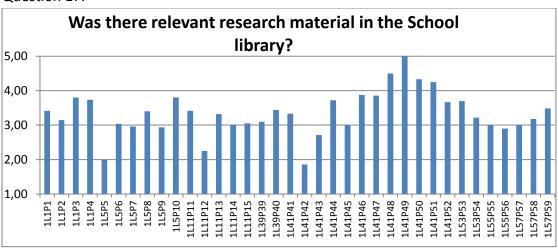
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Question 16.



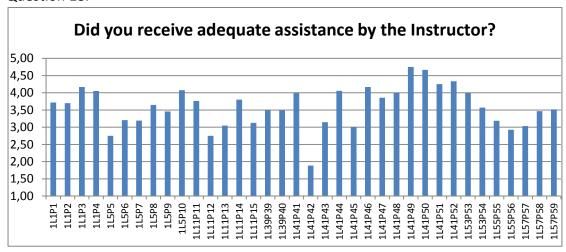
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Question 17.



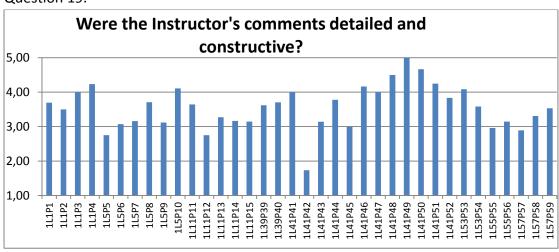
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Question 18.



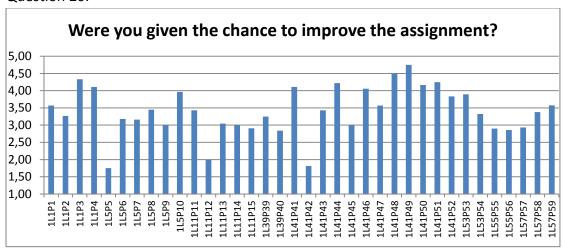
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Question 19.



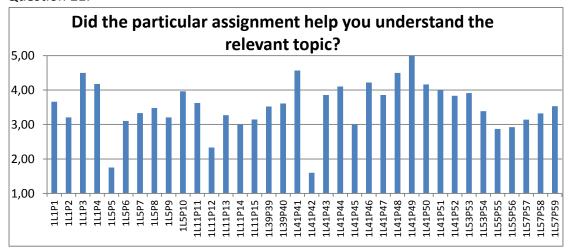
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Question 20.



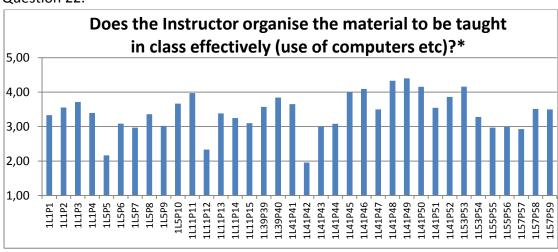
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Question 21.



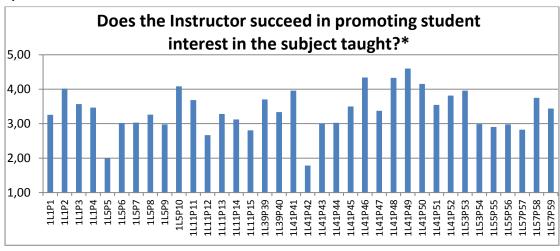
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Question 22.



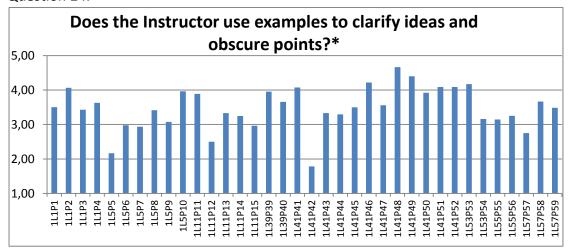
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Question 23.



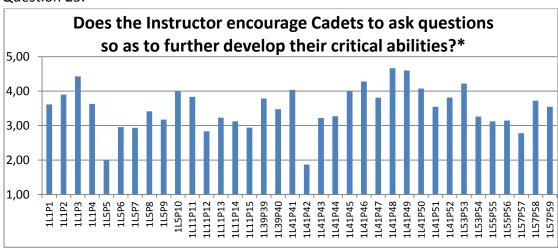
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Question 24.



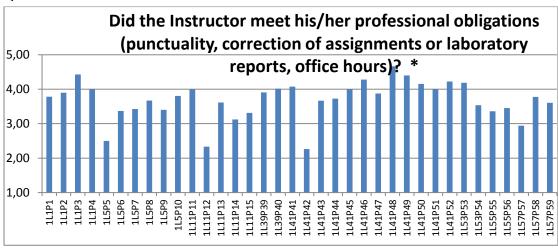
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Question 25.



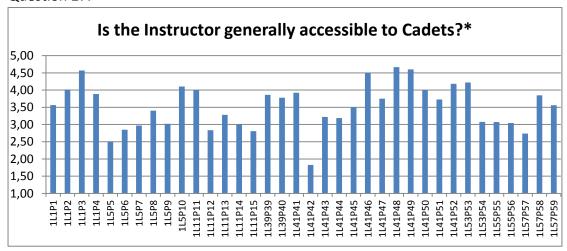
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Question 26.



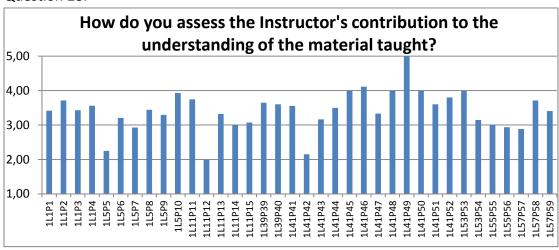
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Question 27.



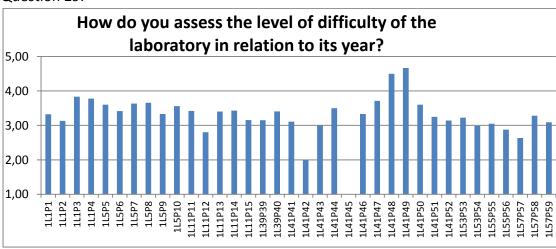
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Question 28.



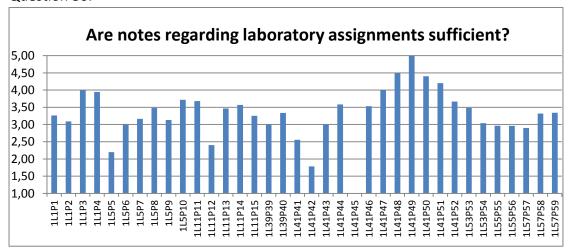
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Question 29.



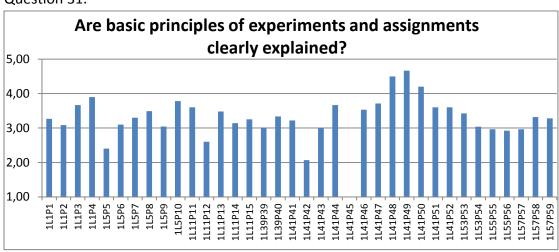
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Question 30.



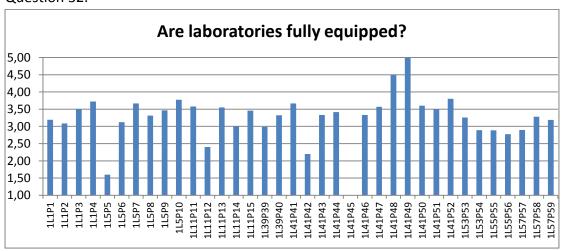
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Question 31.



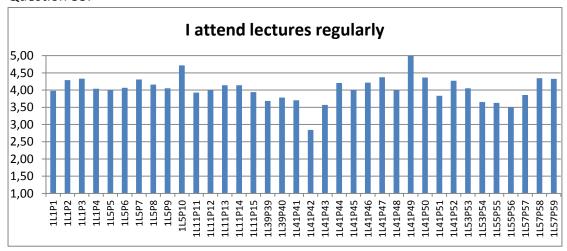
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Question 32.



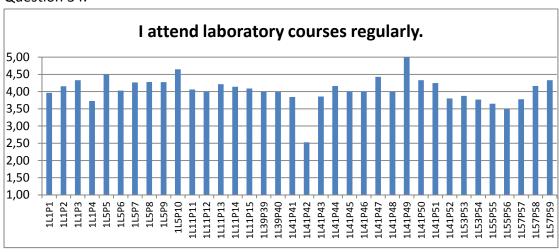
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Question 33.



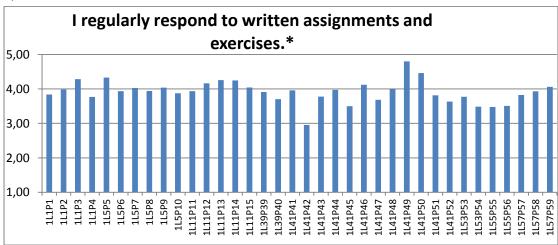
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Question 34.



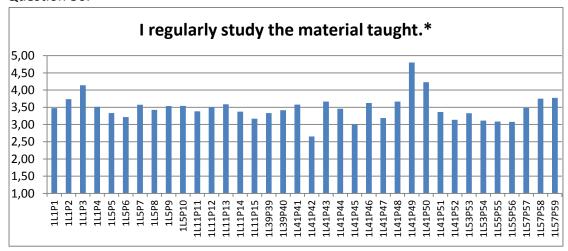
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Question 35.



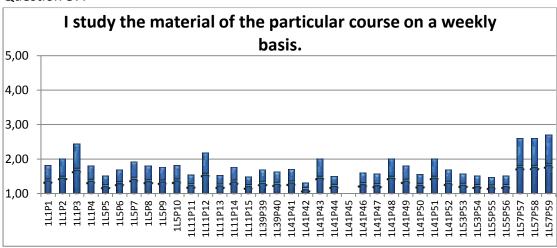
Average: **3,92**.

Question 36.



Average: 3,48.

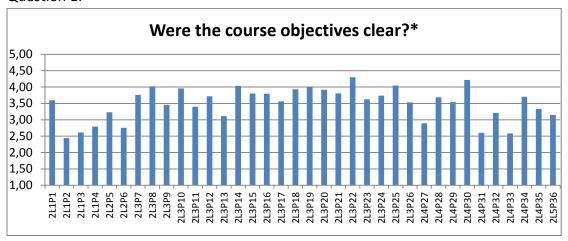
Question 37.



Average: 1,77.

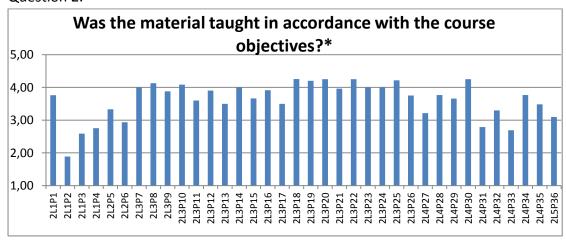
### 9.2. 2<sup>nd</sup> Semester

Question 1.



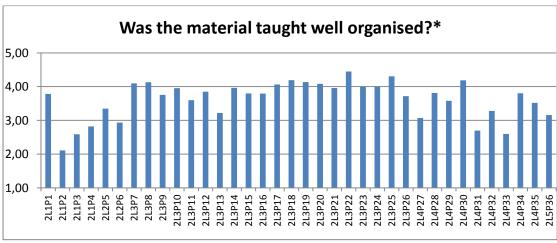
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Question 2.



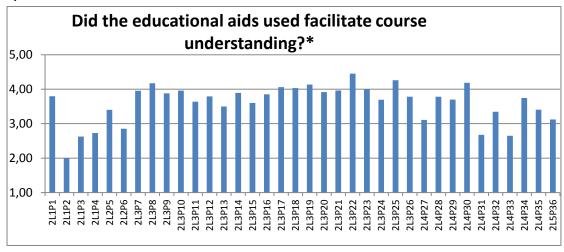
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Question 3.



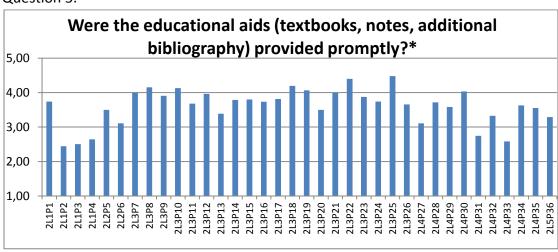
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Question 4.



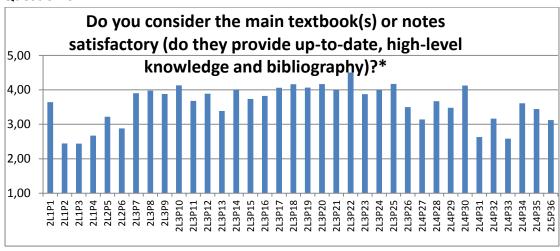
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Question 5.



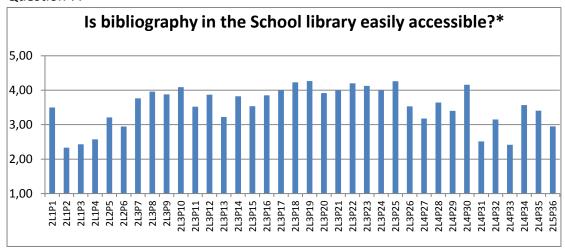
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Question 6.



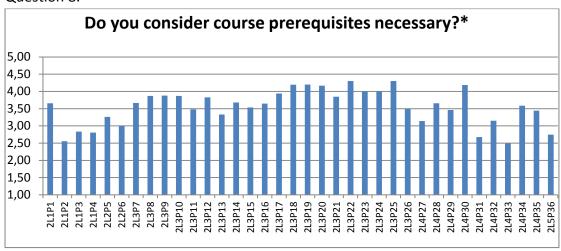
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Question 7.



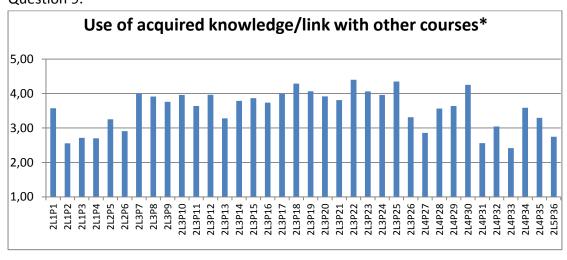
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Question 8.



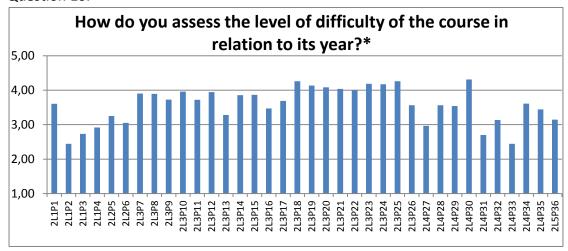
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Question 9.



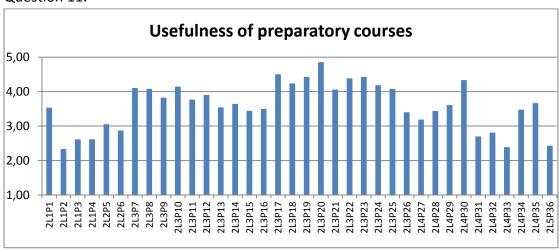
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Question 10.



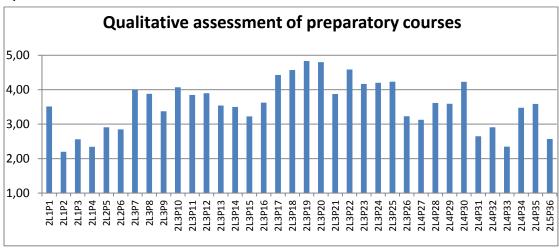
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Question 11.



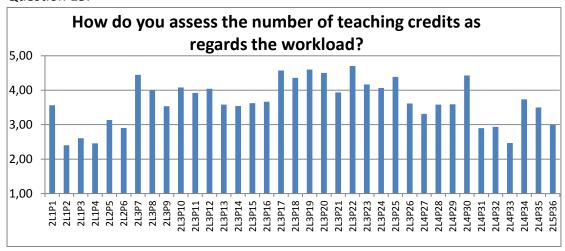
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Question 12.



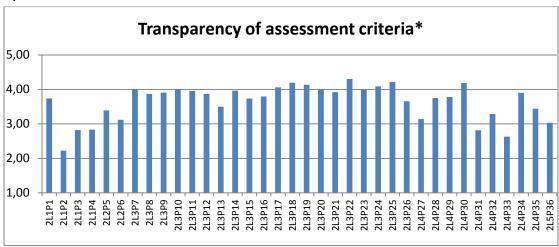
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Question 13.



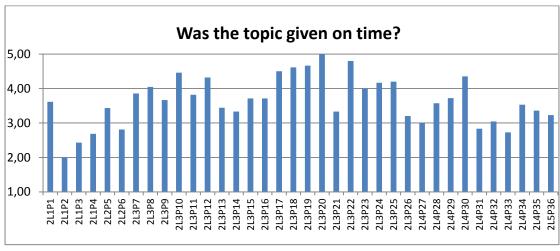
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Question 14.



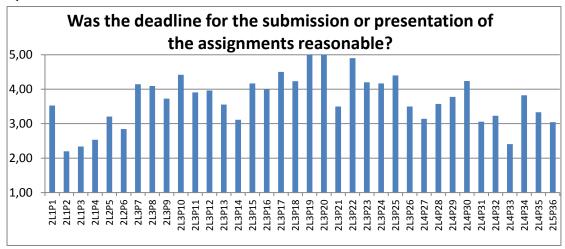
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Question 15



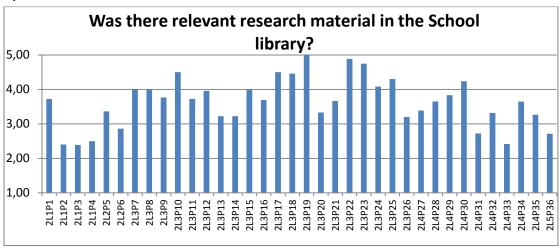
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Question 16.



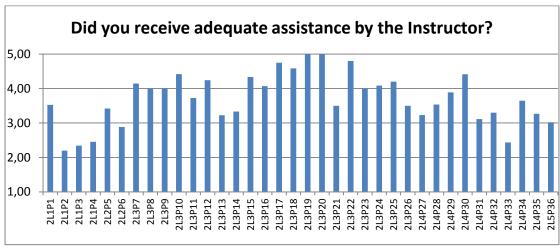
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Question 17.



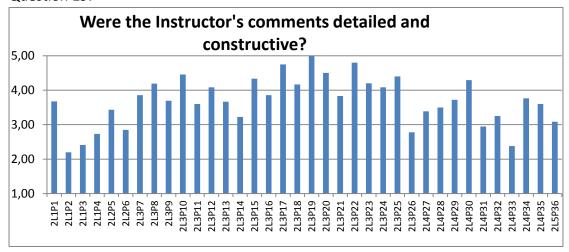
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Question 18.



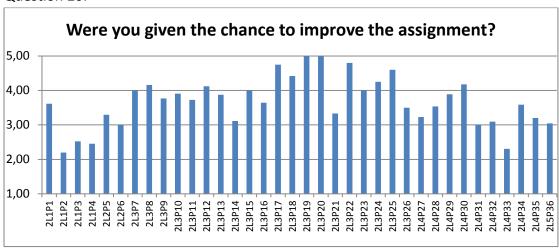
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Question 19.



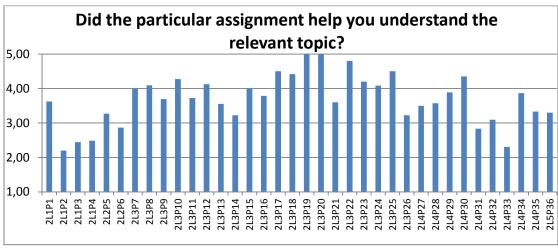
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Question 20.



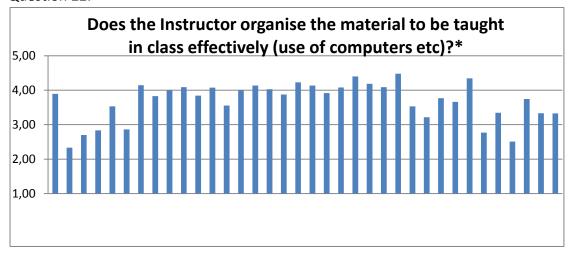
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Question 21.



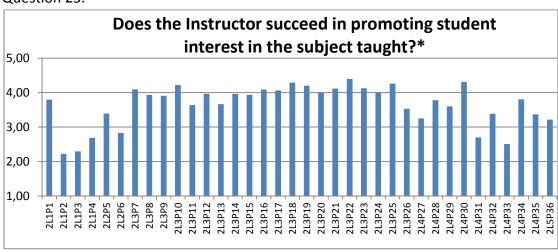
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Question 22.



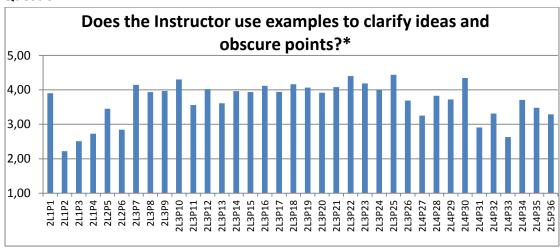
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Question 23.



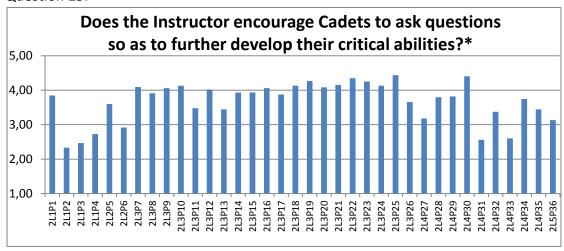
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Question 24.



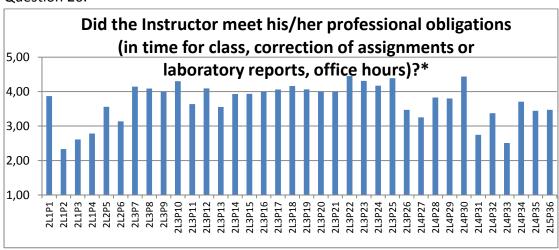
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Question 25.



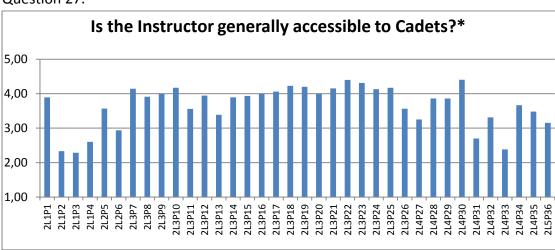
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Question 26.



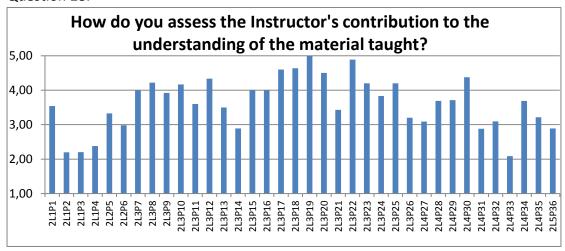
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Question 27.



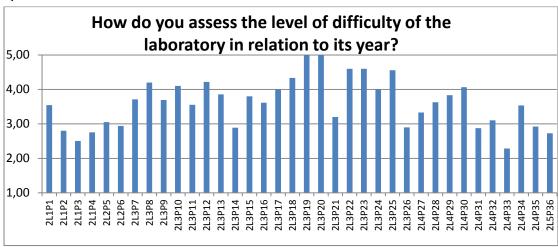
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Question 28.



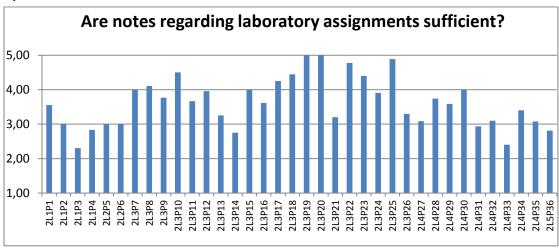
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Question 29.



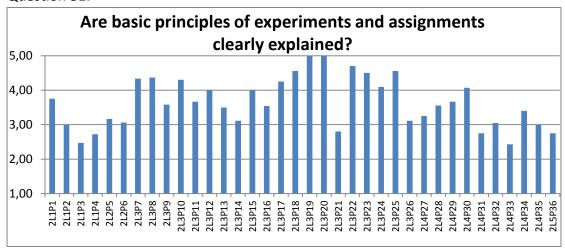
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Question 30.



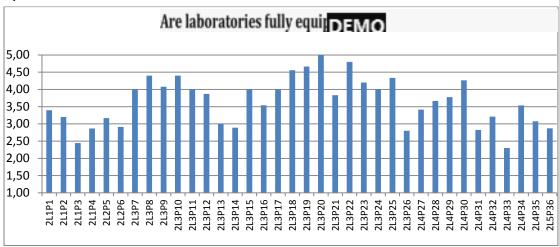
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Question 31.



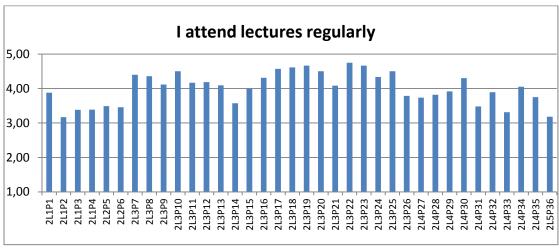
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Question 32.



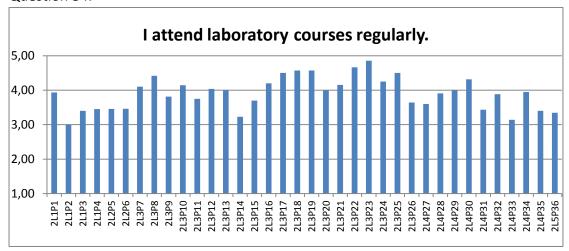
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Question 33.



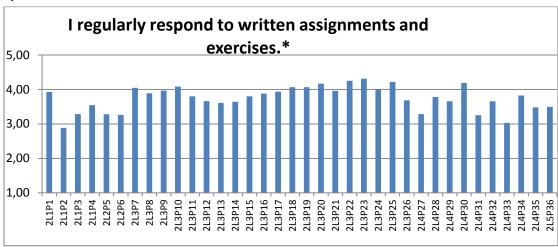
Average: 3,76.

Question 34.



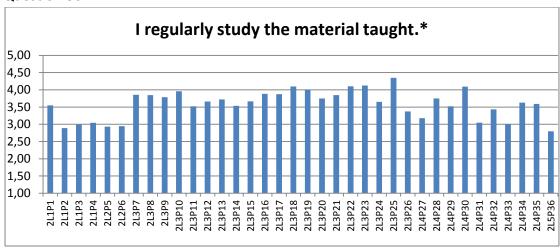
Average: 3,70.

Question 35.



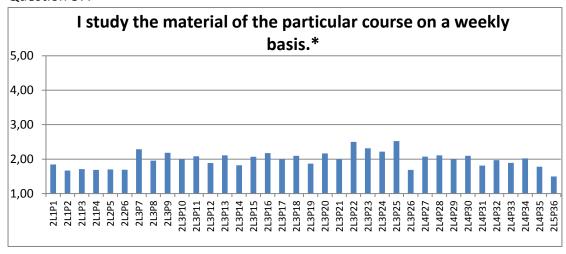
Average: 3,64.

Question 36.



Average: 3,46.

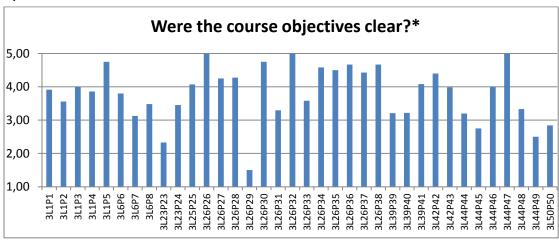
Question 37.



Average: 1,94.

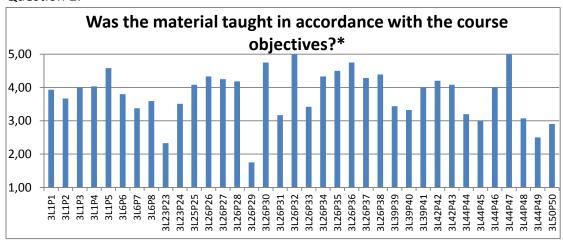
## 9.3. 3<sup>rd</sup> Semester

### Question 1.



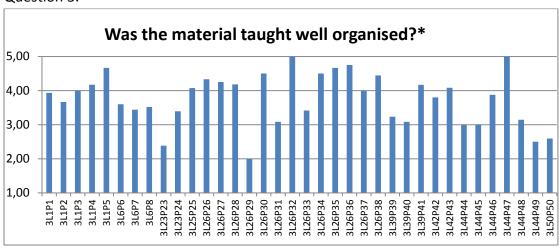
Average: 3.78

Question 2.



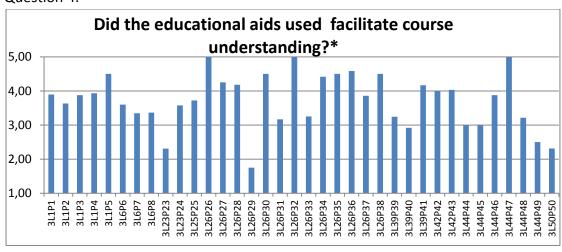
Average: 3.77

Question 3.



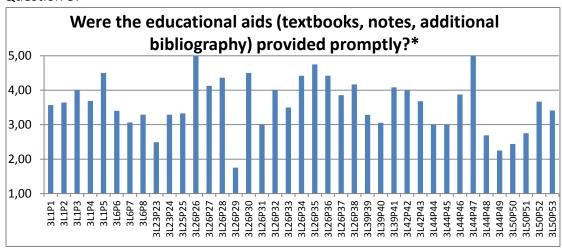
Average: 3.74

Question 4.



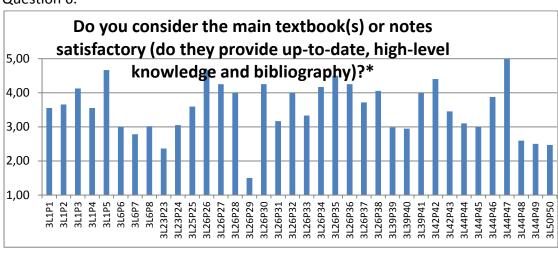
Average: 3,70

Question 5.



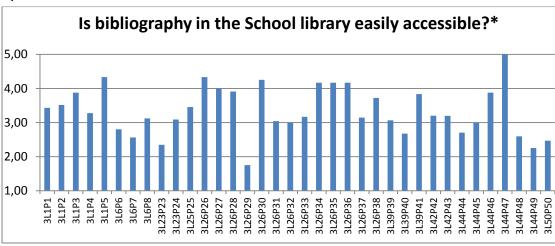
Average: 3,60.

Question 6.



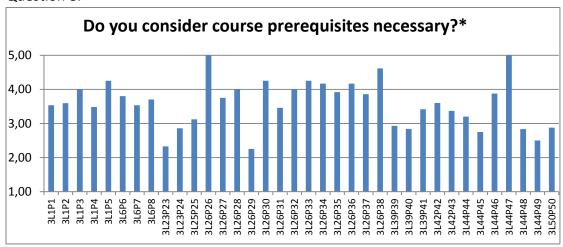
Average: **3,53**.

Question 7.



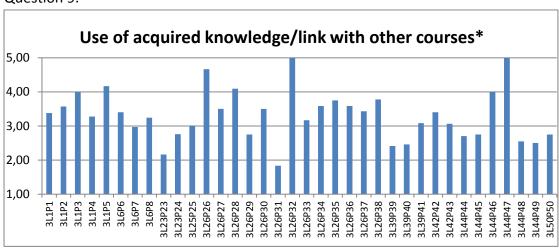
Average: 3,33.

Question 8.



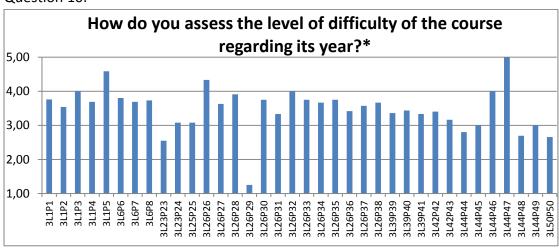
Average: 3,59.

Question 9.



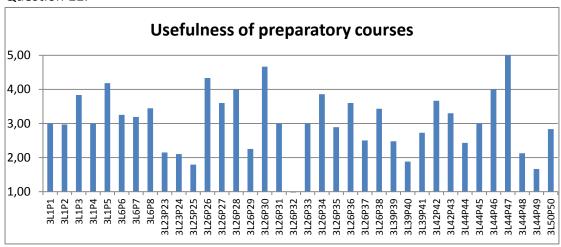
Average: 3,33.

Question 10.



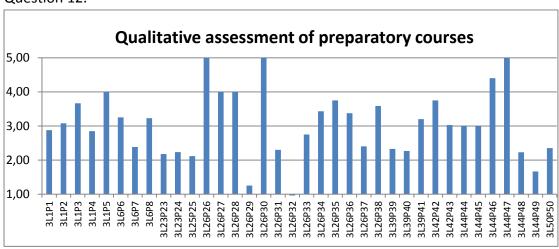
Average: 3,45.

Question 11.



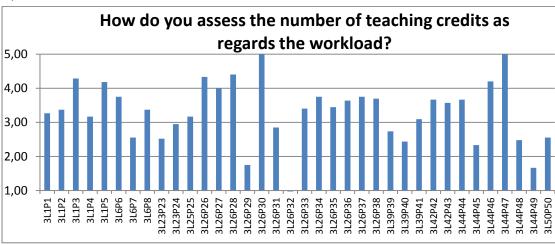
Average: 3,05.

Question 12.



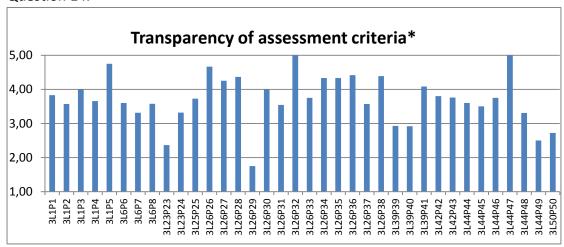
Average: 3,05.

Question 13.



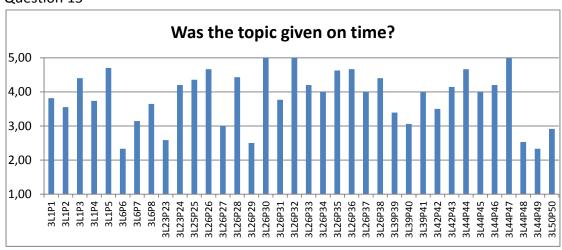
Average: 3,28.

Question 14.



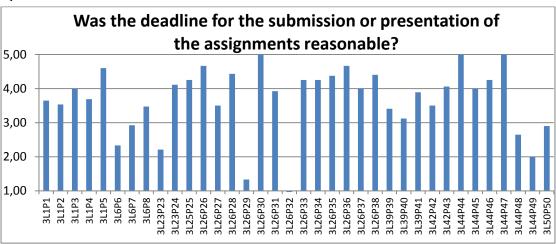
Average: 3,70.

Question 15



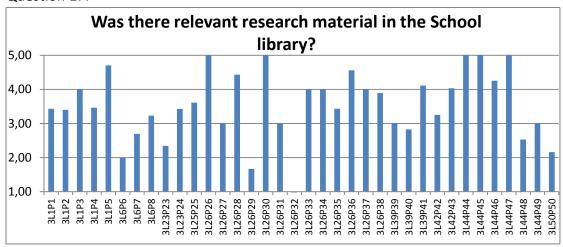
Average: 3,82.

Question 16.



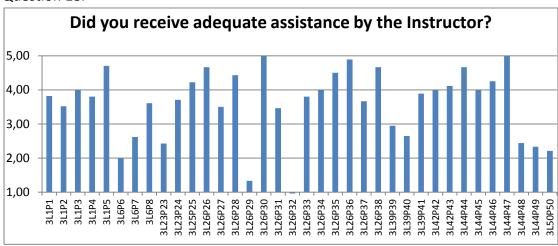
Average: 3,62.

Question 17.



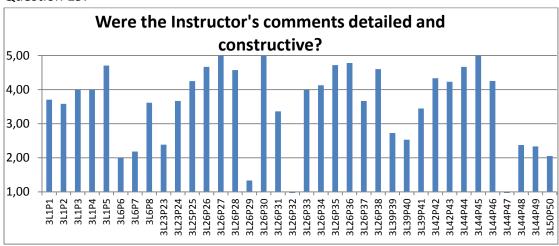
Average: 3,47.

Question 18.



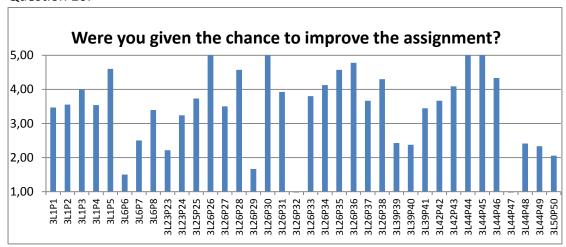
Average: 3,54.

Question 19.



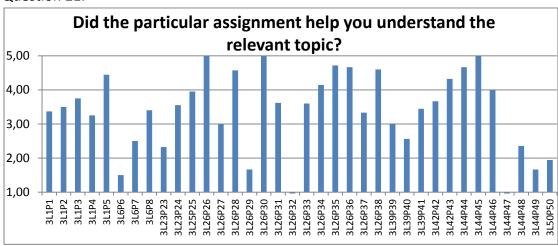
Average: 3,49.

Question 20.



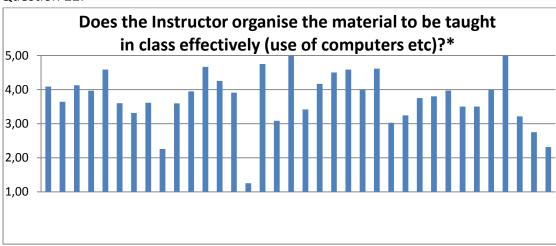
Average: 3,35.

Question 21.



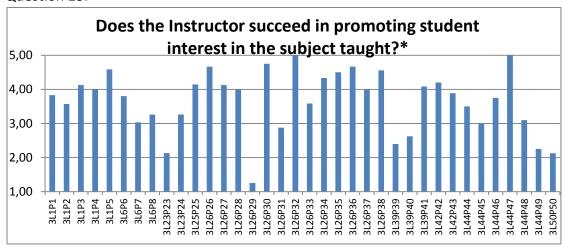
Average: 3,33.

Question 22.



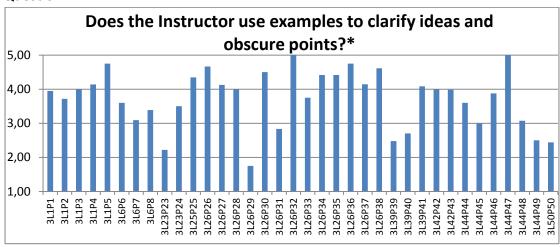
Average: 3,72.

Question 23.



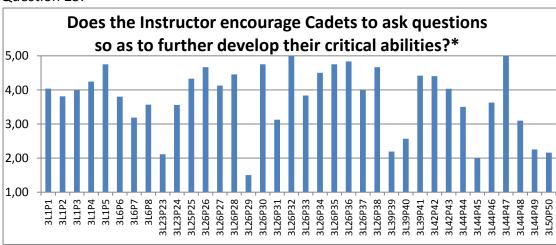
Average: **3,66**.

Question 24.



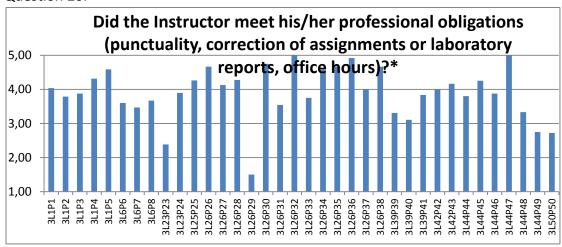
Average: **3,71**.

Question 25.



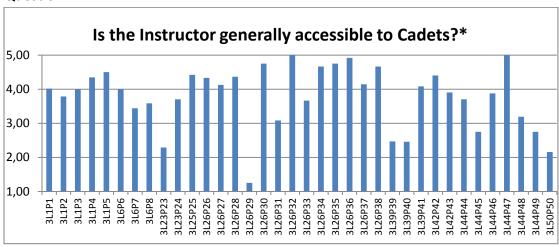
Average: **3,73**.

Question 26.



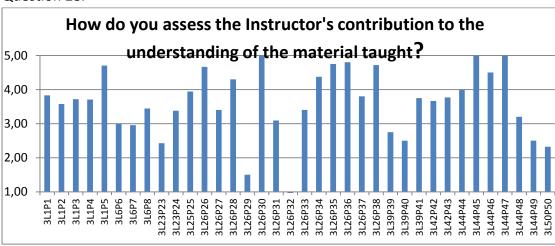
Average: 3,85.

Question 27.



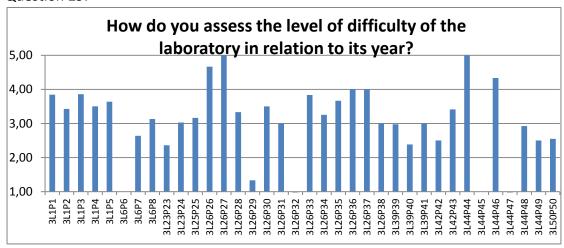
Average: 3,76.

Question 28.



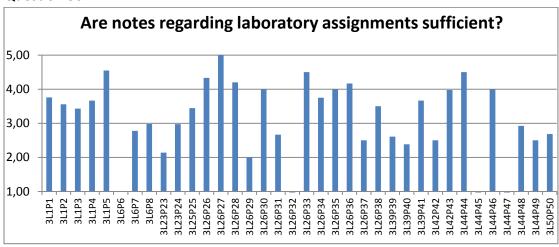
Average: 3,55.

Question 29.



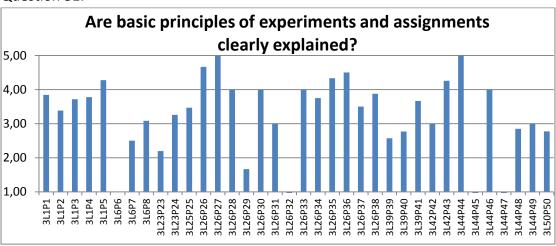
Average: **3,01**.

Question 30.



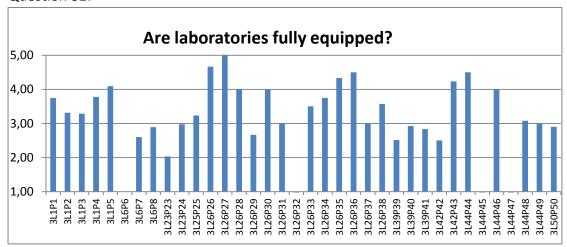
Average: 3,08.

Question 31.



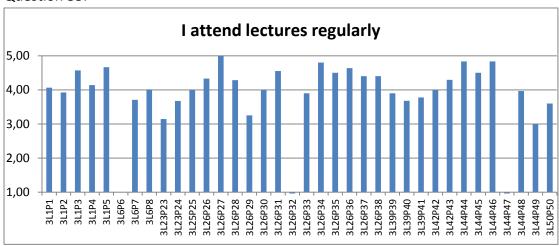
Average: 3,19.

Question 32.



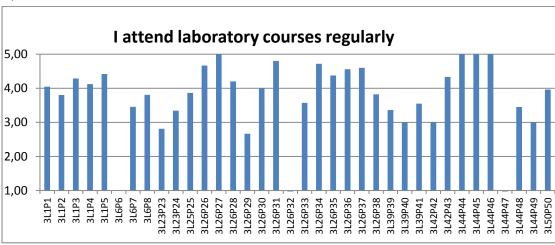
Average: 3,12.

Question 33.



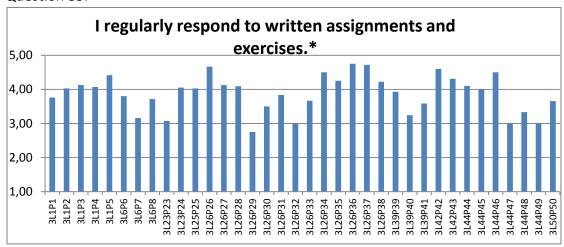
Average: 3,82.

Question 34.



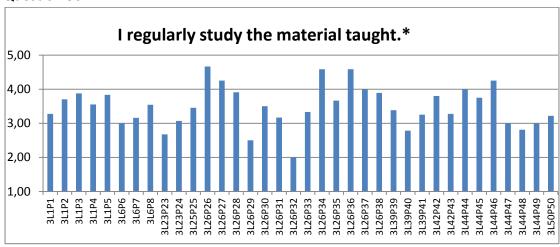
Average: 3,70.

Question 35.



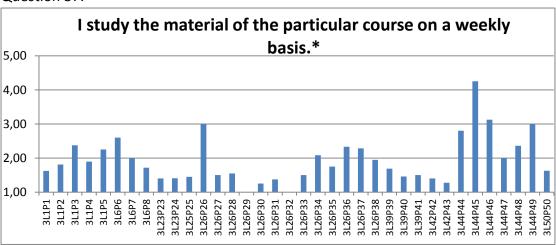
Average: 3,87.

Question 36.



Average: 3,46.

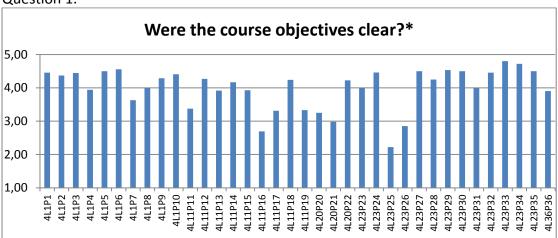
Question 37.



Average: 1,88.

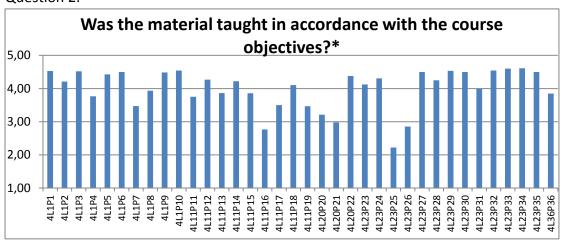
# 9.4. 4<sup>th</sup> Semester

### Question 1.



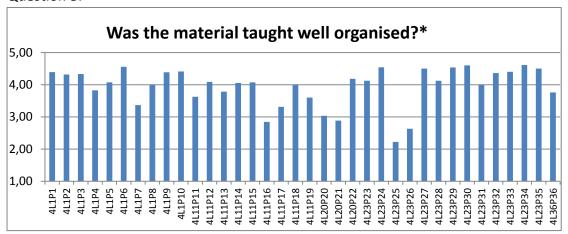
Average: 3.87

#### Question 2.



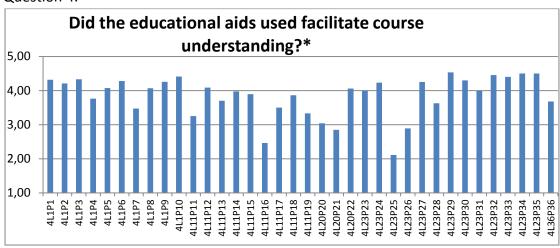
Average: 3.85

Question 3.



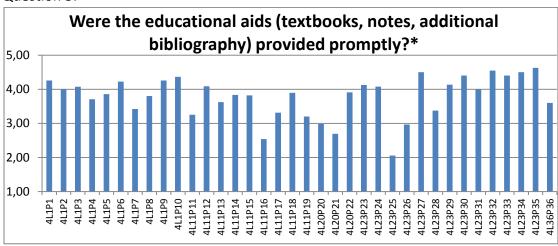
Average: 3.80

Question 4.



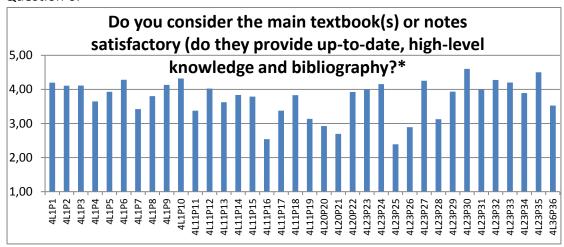
Average: 3,72.

Question 5.



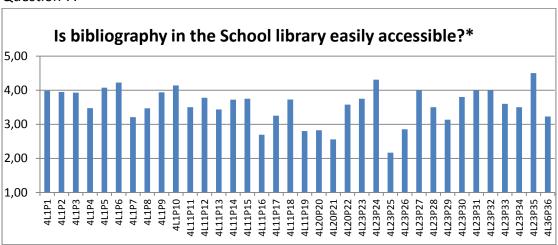
Average: 3,61.

Question 6.



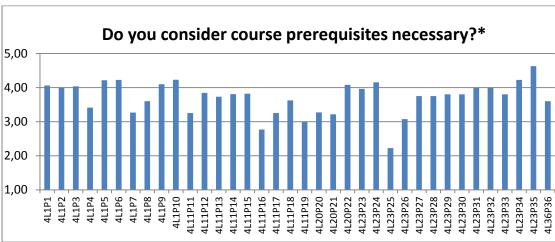
Average: 3,54.

Question 7.



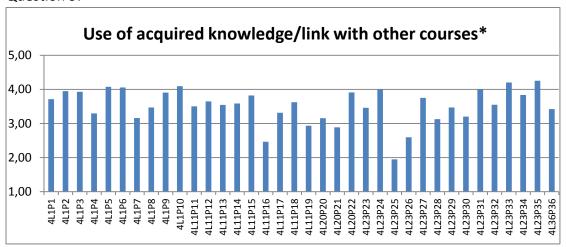
Average: 3,36.

Question 8.



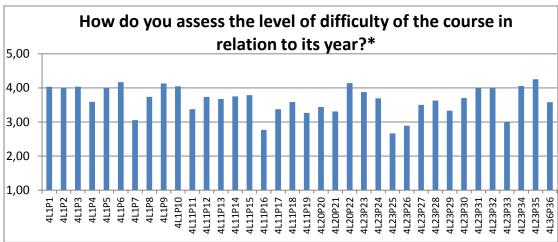
Average: 3,48.

Question 9.



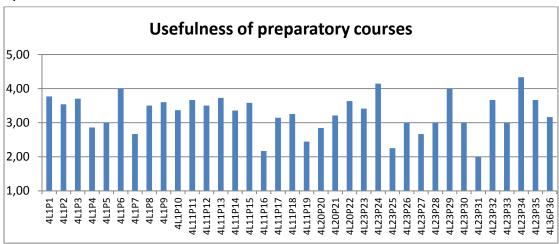
Average: 3,30.

Question 10.



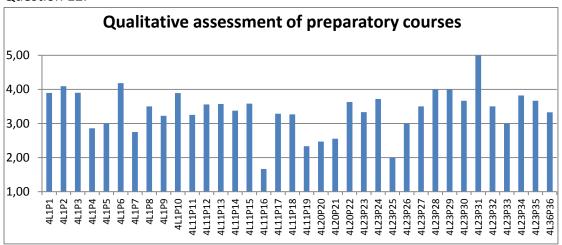
Average: 3,45.

Question 11.



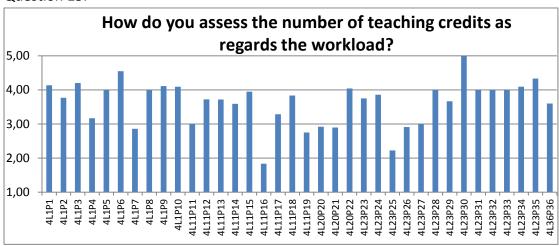
Average: 3,12.

Question 12.



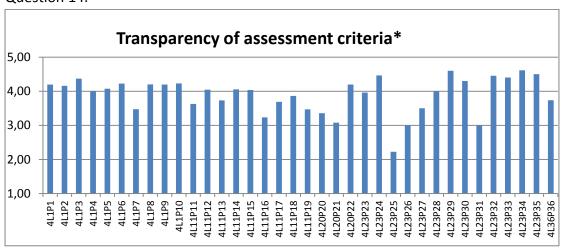
Average: 3,27.

Question 13.



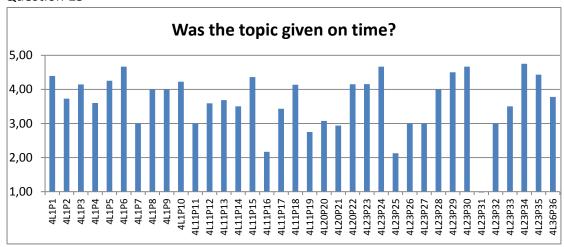
Average: 3,53.

Question 14.



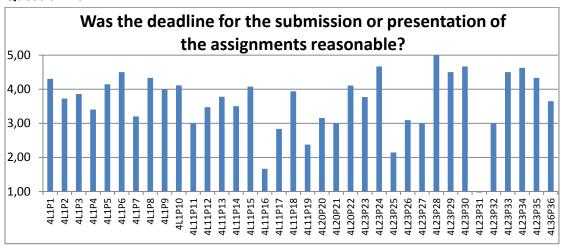
Average: 3,73.

Question 15



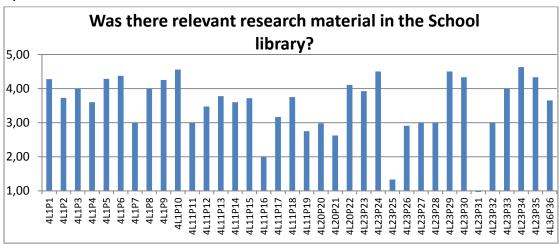
Average: **3,59**.

Question 16.



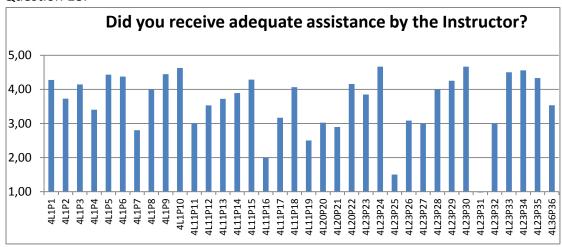
Average: 3,63.

Question 17.



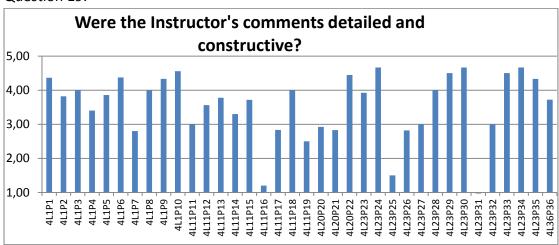
Average: 3,38.

Question 18.



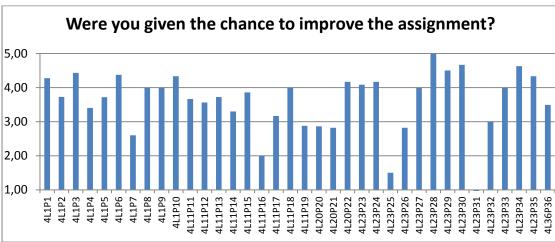
Average: **3,52**.

Question 19.



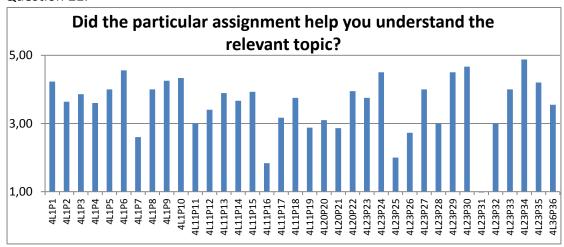
Average: 3,53.

Question 20.



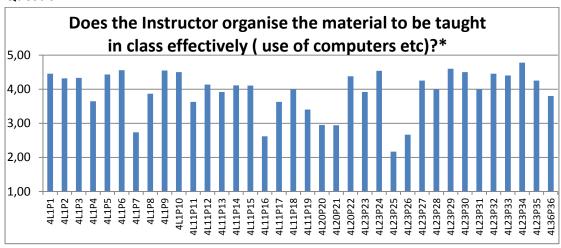
Average: 3,49.

Question 21.



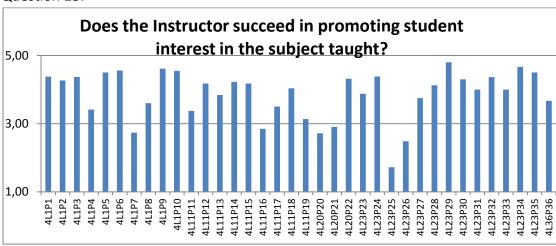
Average: 3,47.

Question 22.



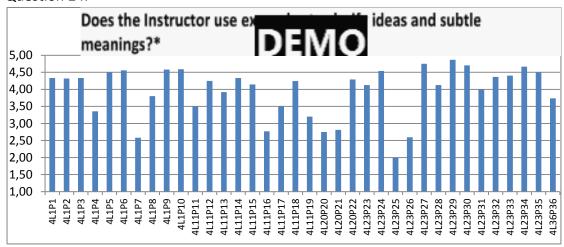
Average: 3,79.

Question 23.



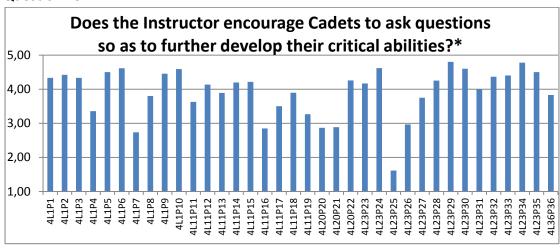
Average: 3,66.

Question 24.



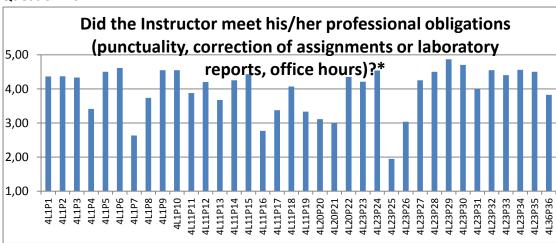
Average: **3,75**.

Question 25.



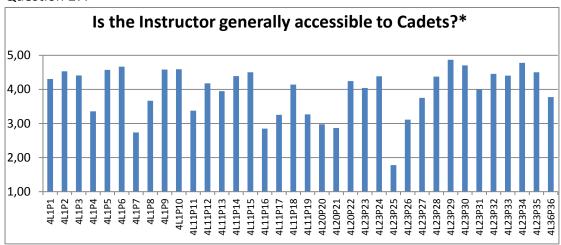
Average: **3,75**.

Question 26.



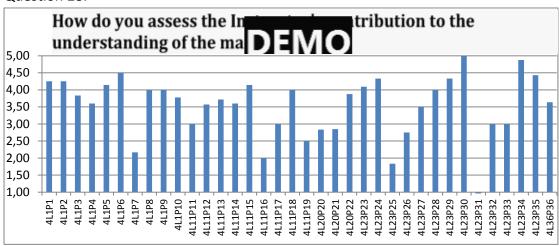
Average: 3,87.

Question 27.



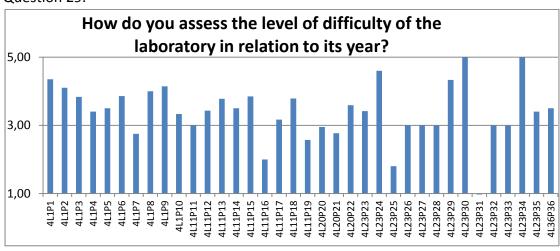
Average: 3,79.

Question 28.



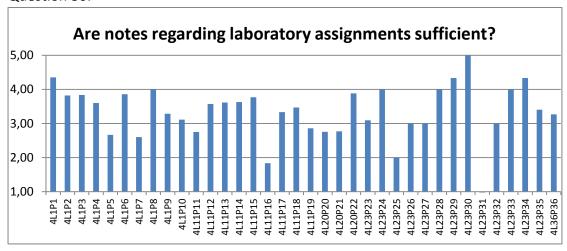
Average: 3,46.

Question 29.



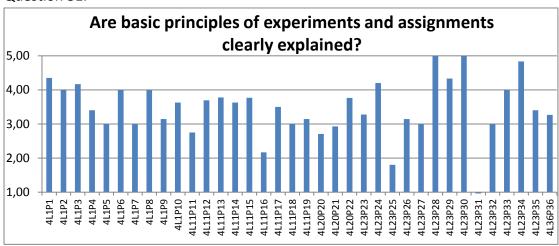
Average: 3,35.

Question 30.



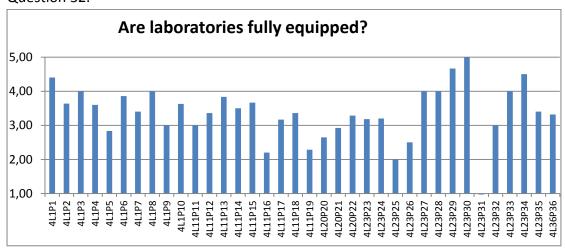
Average: 3,35.

Question 31.



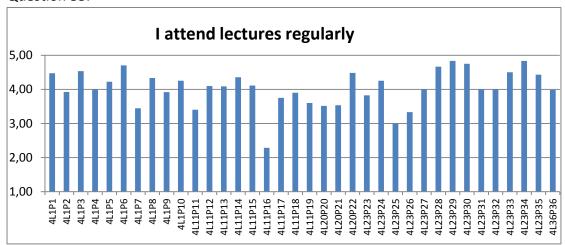
Average: 3,43.

Question 32.



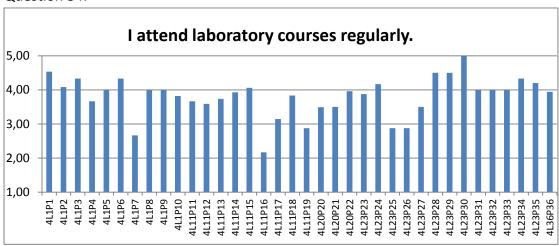
Average: 3,33.

Question 33.



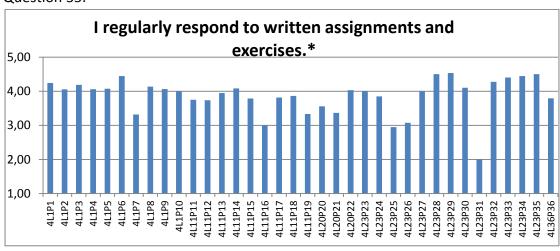
Average: 4,03.

Question 34.



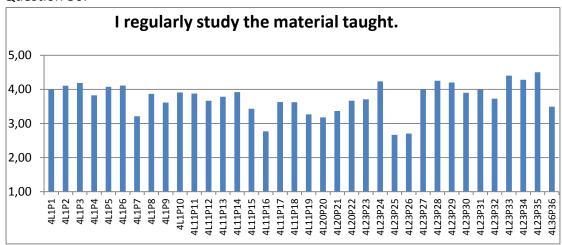
Average: 3,86.

Question 35.



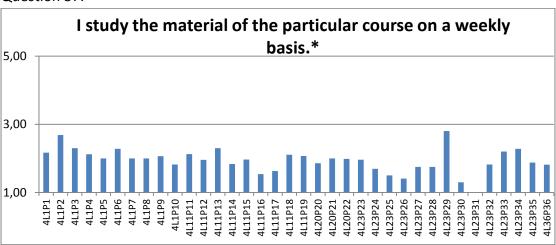
Average: 3,82.

Question 36.



Average: 3,59.

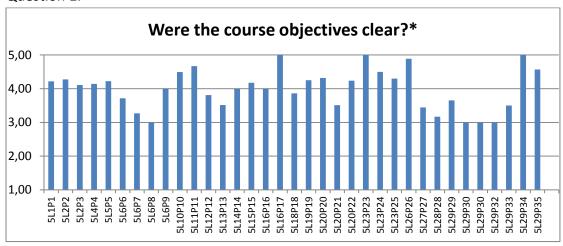
Question 37.



Average: 1,81.

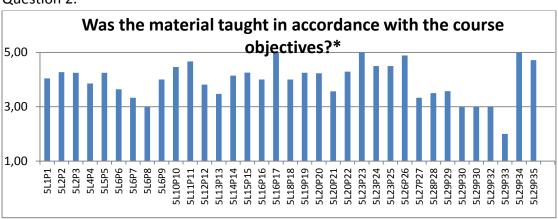
# 9.5. 5<sup>th</sup> Semester

#### Question 1.



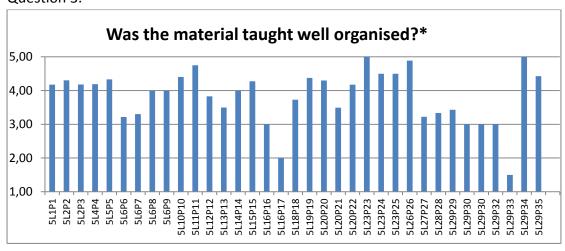
Average: 3.99.

Question 2.



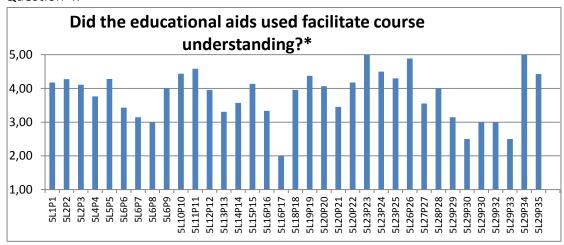
Average: 3.97.

Question 3.



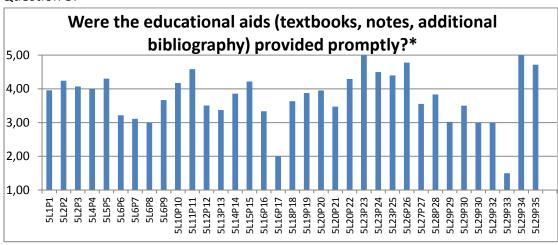
Average: 3.84.

Question 4.



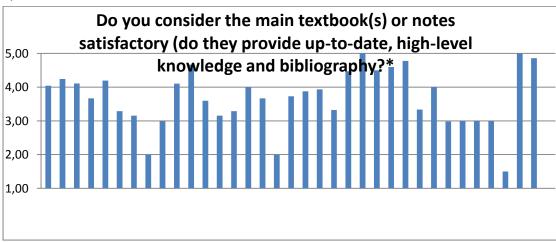
Average: 3,81.

Question 5.



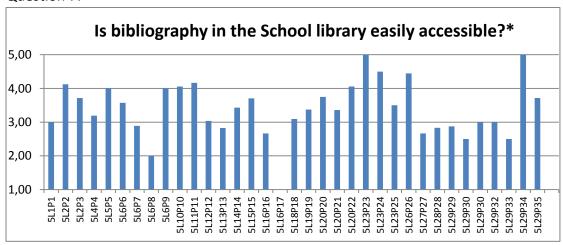
Average: 3,76.

Question 6.



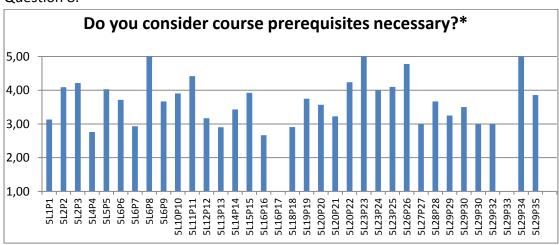
Average: 3,69.

Question 7.



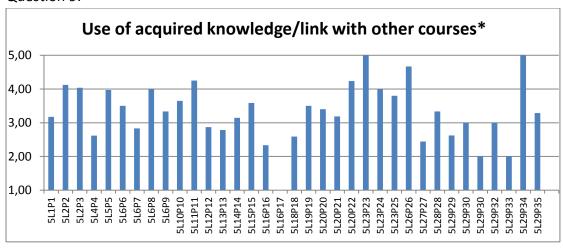
Average: 3,39.

Question 8.



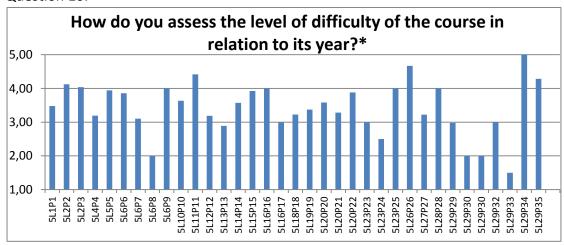
Average: 3,54.

Question 9.



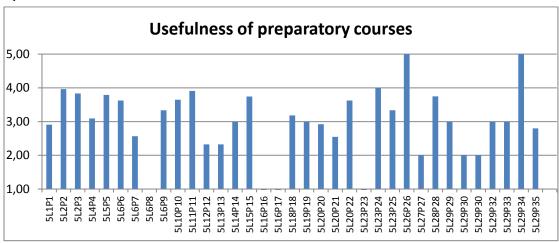
Average: 3,32.

Question 10.



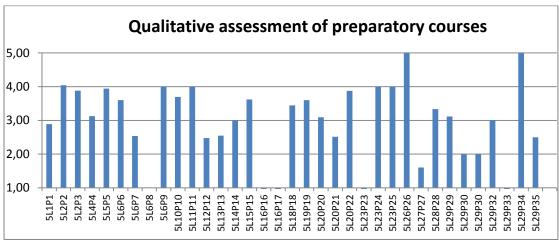
Average: 3,42.

Question 11.



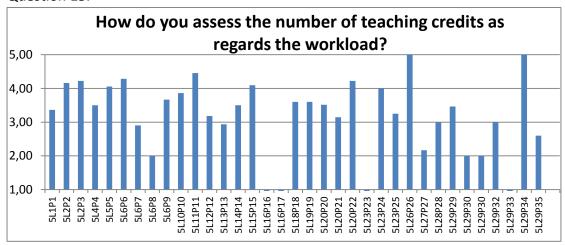
Average: 2,89.

Question 12.



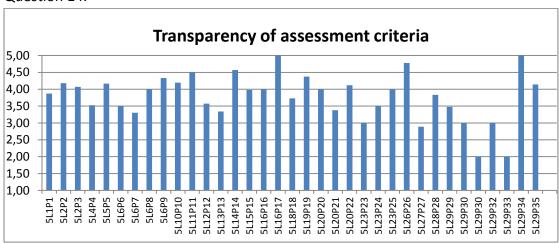
Average: 2,87.

Question 13.



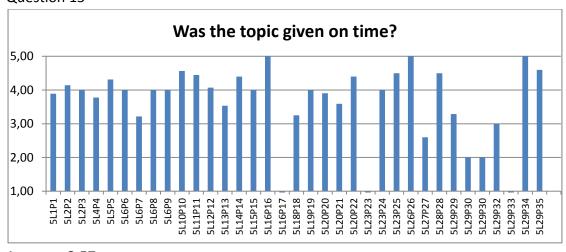
Average: **3,08**.

Question 14.



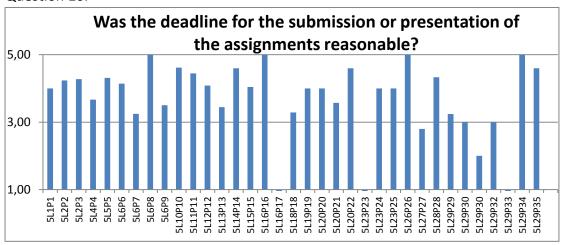
Average: **3,78**.

Question 15



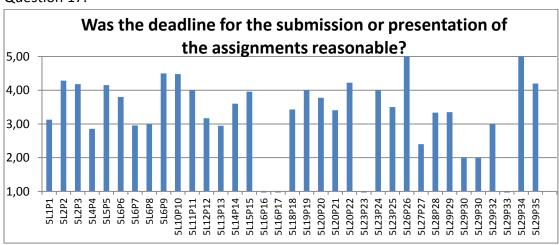
Average: 3,57.

Question 16.



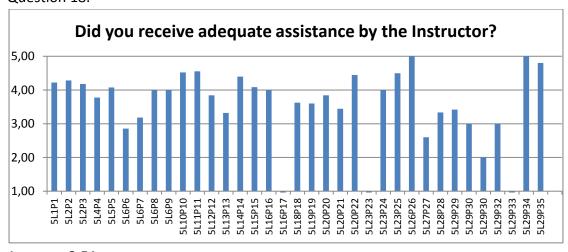
Average: **3,63.** 

Question 17.



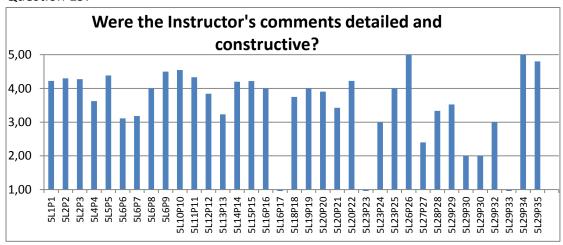
Average: 3,19.

Question 18.



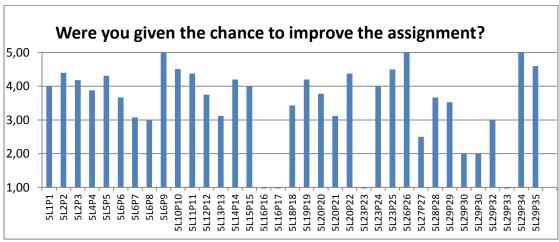
Average: **3,51**.

Question 19.



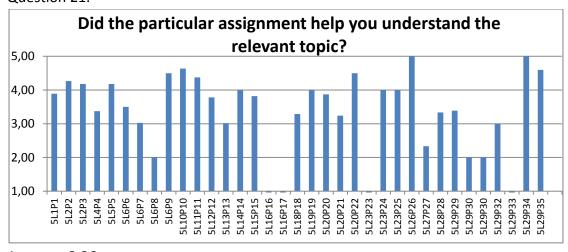
Average: **3,47**.

Question 20.



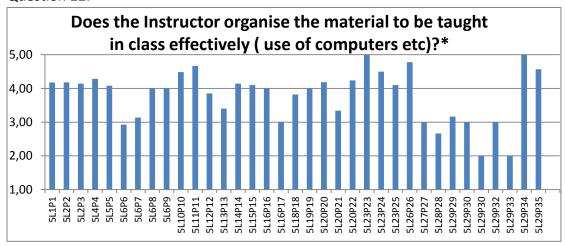
Average: 3,38.

Question 21.



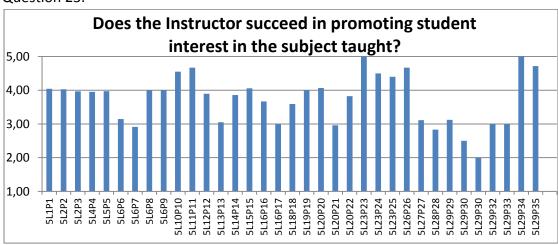
Average: **3,26**.

Question 22.



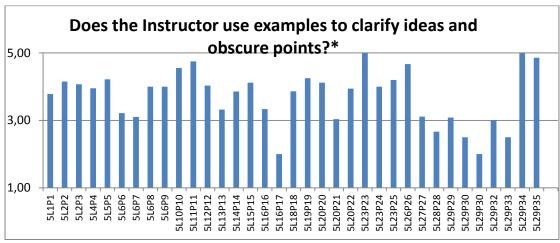
Average: 3,80.

Question 23.



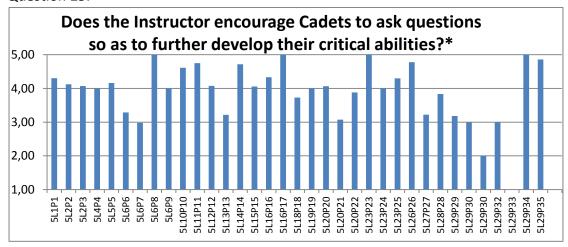
Average: 3,74.

Question 24.



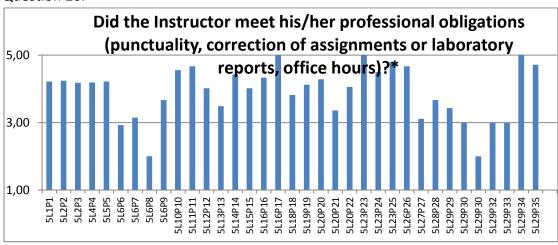
Average: **3,72**.

Question 25.



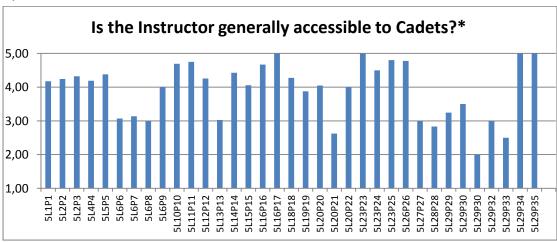
Average: 3,90.

Question 26.



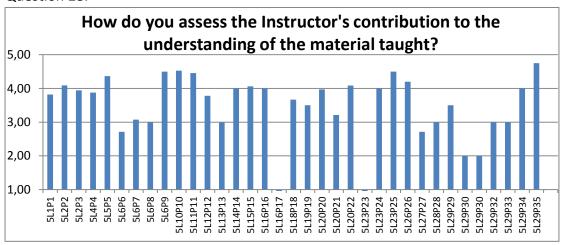
Average: 3,91.

Question 27.



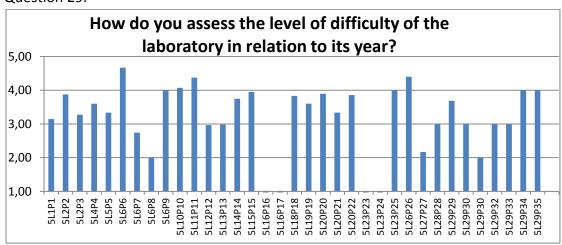
Average: 3,92.

Question 28.



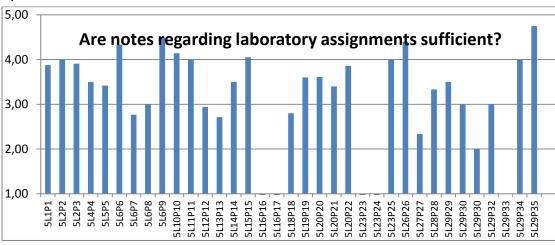
Average: **3,44**.

Question 29.



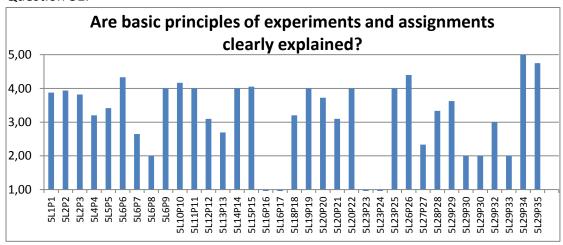
Average: 3,07.

Question 30.



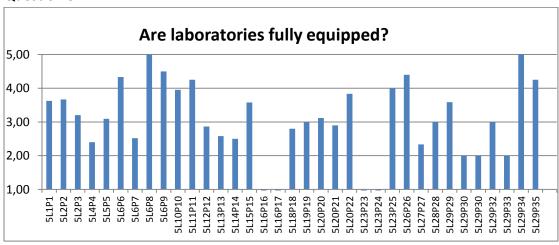
Average: **3,06**.

Question 31.



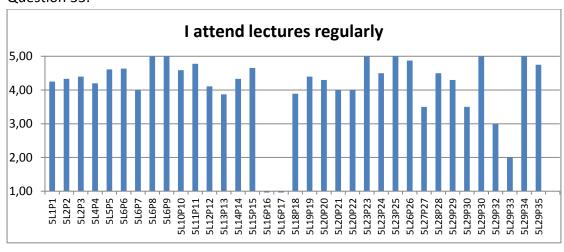
Average: 3,08.

Question 32.



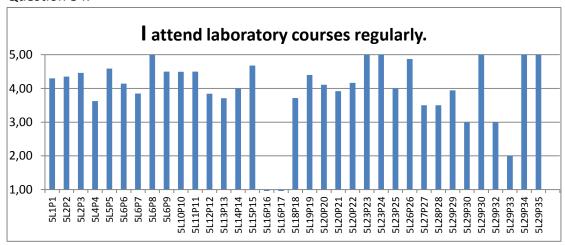
Average: 2,95.

Question 33.



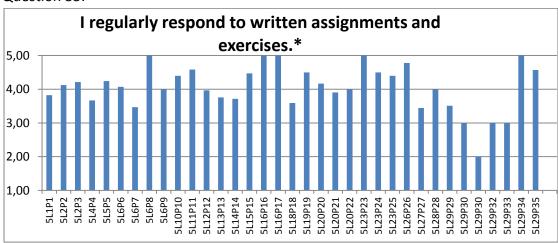
Average: 4,06.

Question 34.



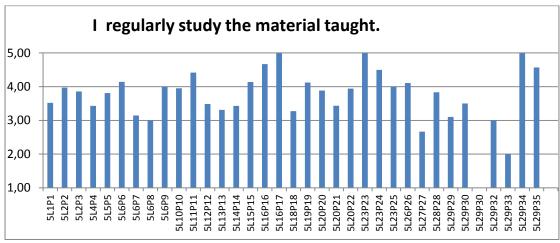
Average: **3,92.** 

Question 35.



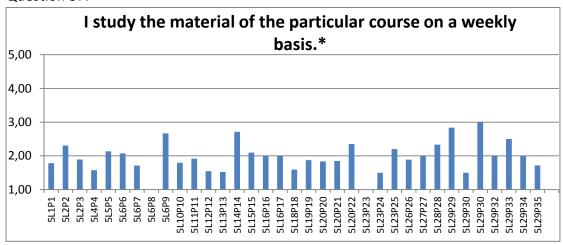
Average: **4,05**.

Question 36.



Average: 3,72.

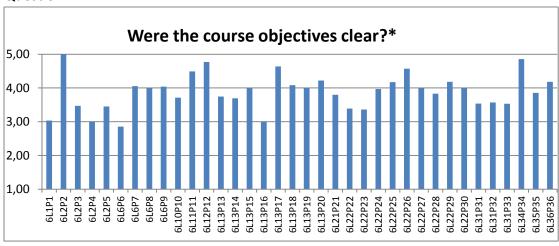
Question 37.



Average: 1,96.

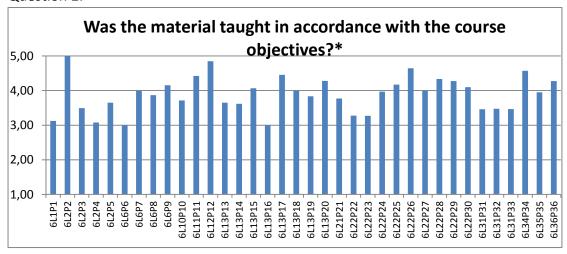
## 9.6. 6<sup>th</sup> Semester

Question 1.



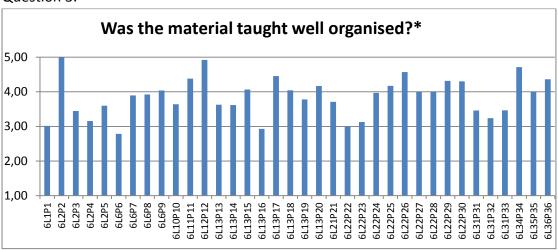
Average: 4.08.

Question 2.



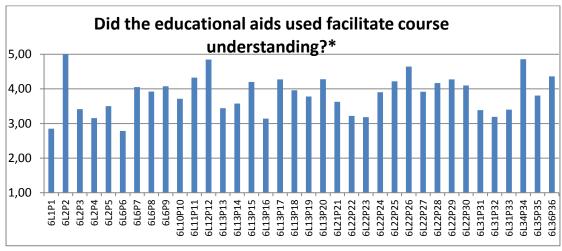
Average: 4.07.

Question 3.



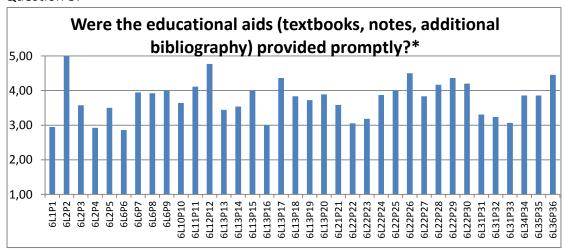
Average: 4.01.

Question 4.



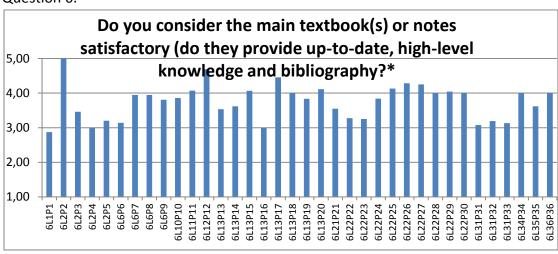
Average: 4,01.

Question 5.



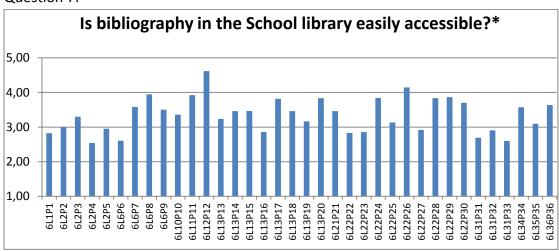
Average: 3,92.

Question 6.



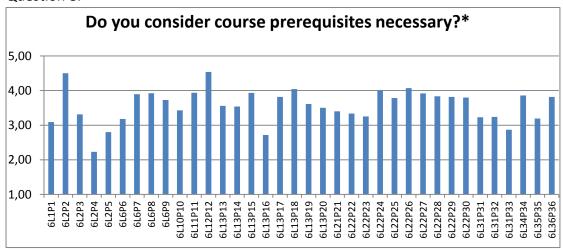
Average: 3,88.

Question 7.



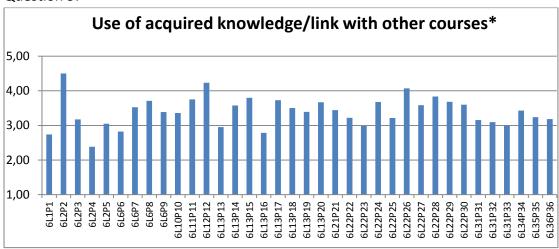
Average: **3,53**.

Question 8.



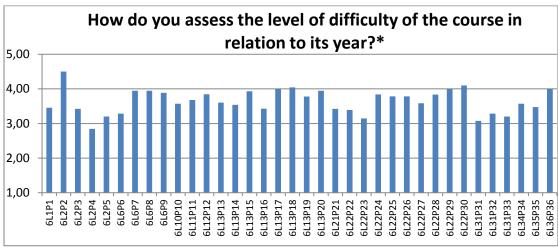
Average: 3,70.

Question 9.



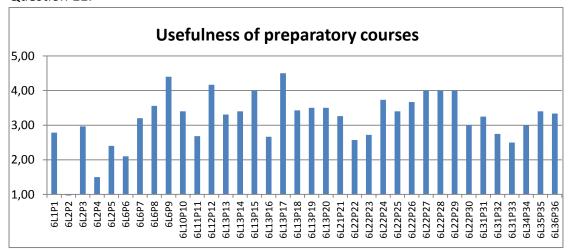
Average: **3,52**.

Question 10.



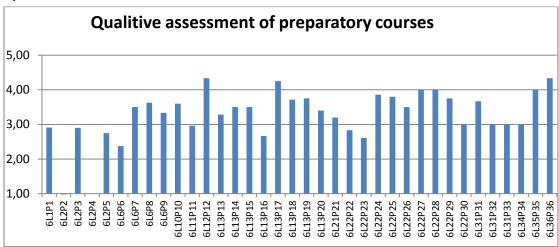
Average: 3,76.

Question 11.



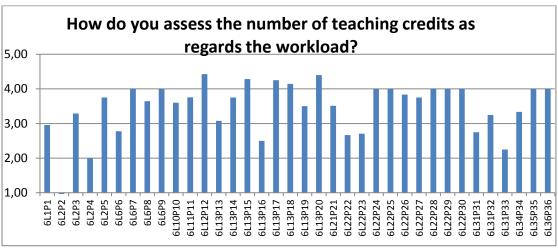
Average: 3,42.

Question 12.



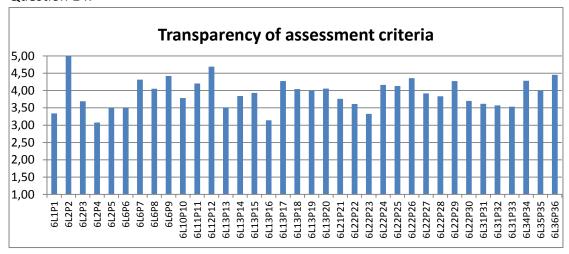
Average: 3,54.

Question 13.



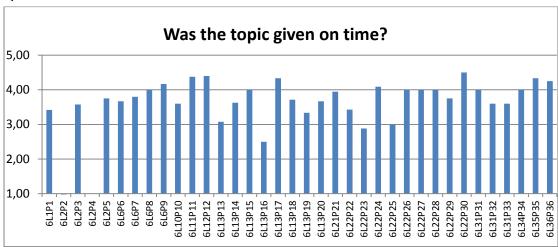
Average: 3,74.

Question 14.



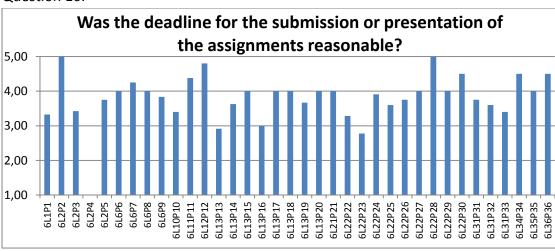
Average: 4,08.

Question 15



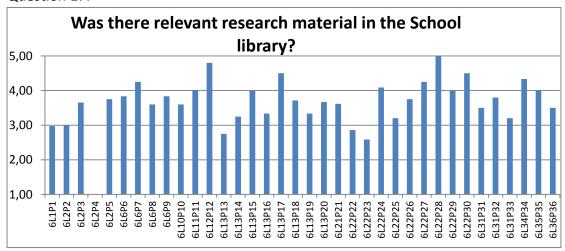
Average: 3,99.

Question 16.



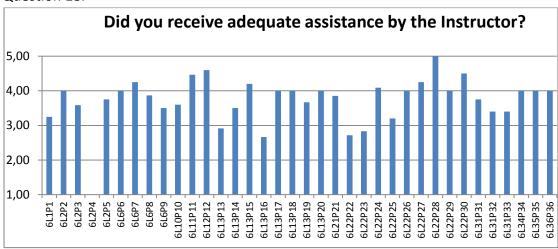
Average: 4,05

Question 17.



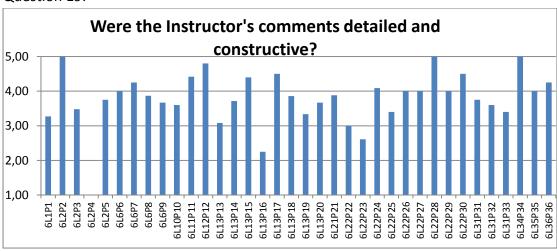
Average: 3,93.

Question 18.



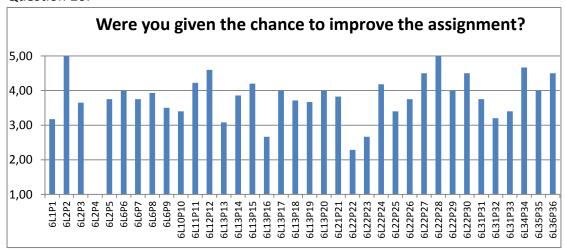
Average: 4,02.

Question 19.



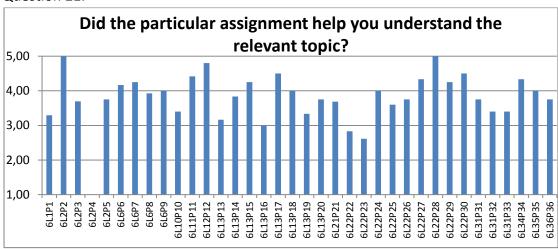
Average: 4,01.

Question 20.



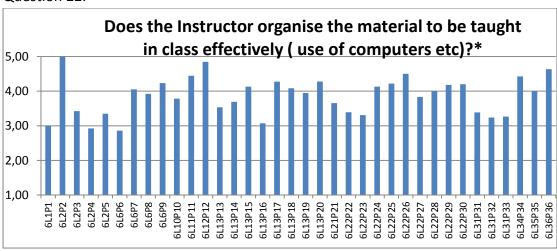
Average: 3,98.

Question 21.



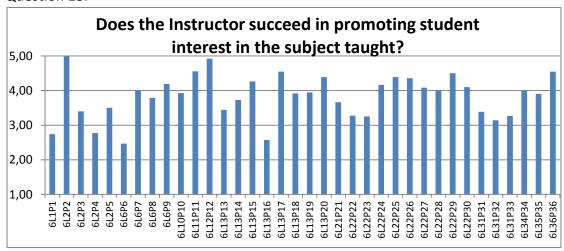
Average: 4,01.

Question 22.



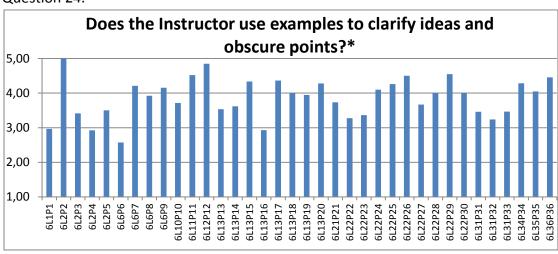
Average: 4,03.

Question 23.



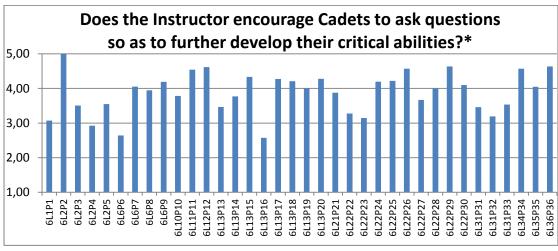
Average: 3,96.

Question 24.



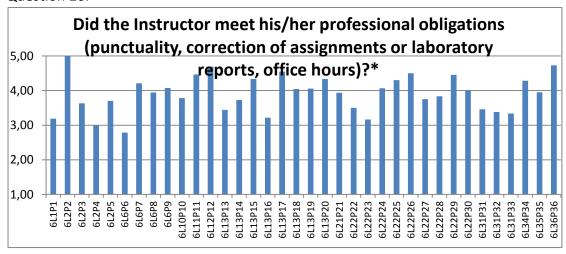
Average: 4,02.

Question 25.



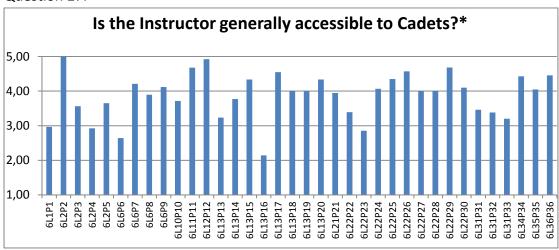
Average: 4,01.

Question 26.



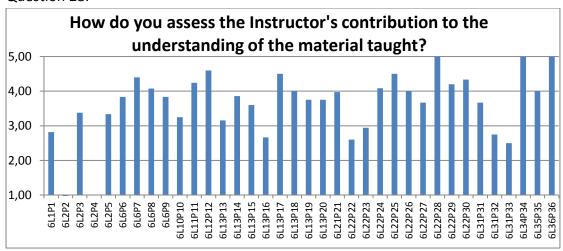
Average: 4,04.

Question 27.



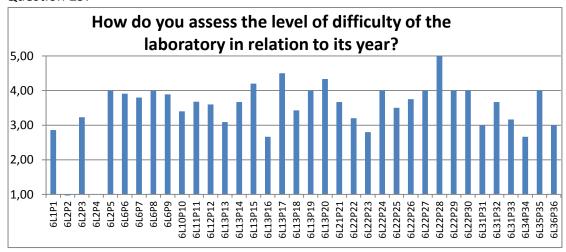
Average: 4,01.

Question 28.



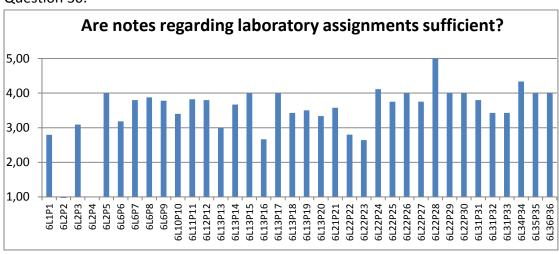
Average: 4,05.

Question 29.



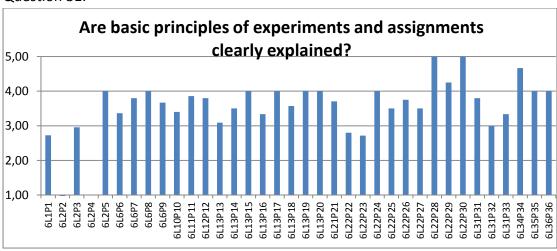
Average: 3,74.

Question 30.



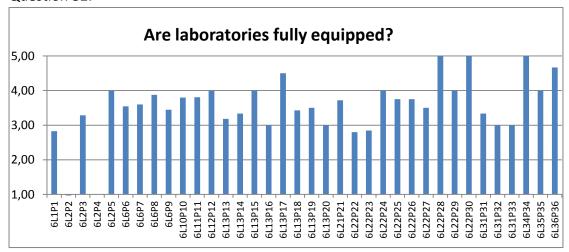
Average: 3,89.

Question 31.



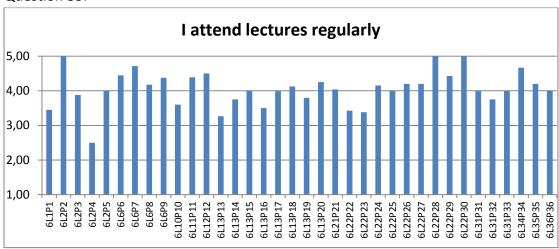
Average: 3,96.

Question 32.



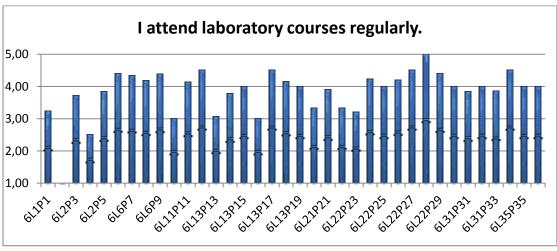
Average: 3,88.

Question 33.



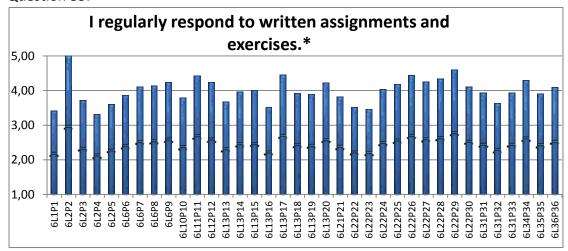
Average: 4,30.

Question 34.



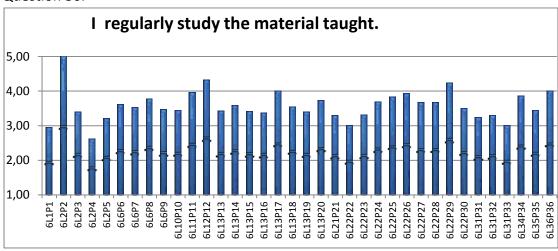
Average: 4,16.

Question 35.



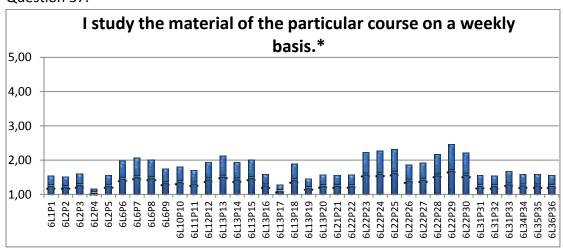
Average: 4,13.

Question 36.



Average: 3,77.

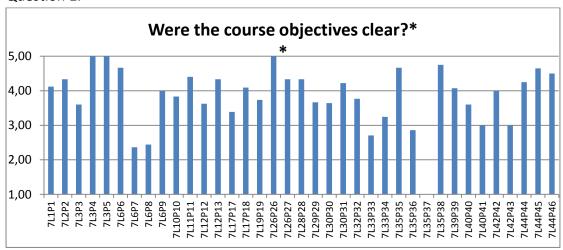
Question 37.



Average: 2,03.

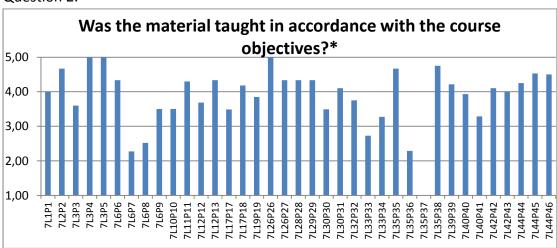
### 9.7. 7<sup>th</sup> Semester

#### Question 1.



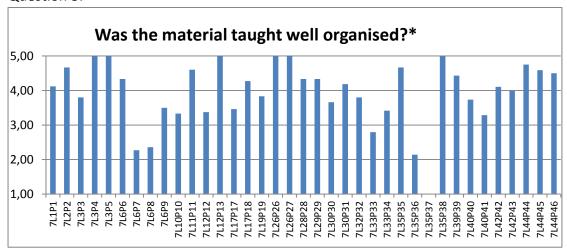
Average: 3.84

#### Question 2.



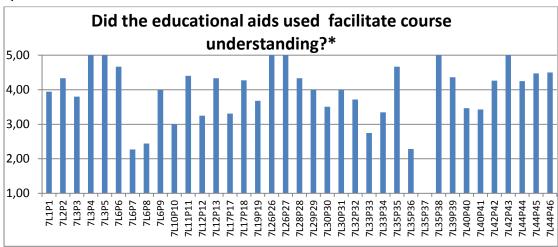
Average: 3.87

Question 3.



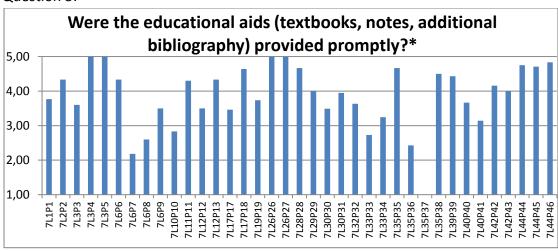
Average: 3.94.

Question 4.



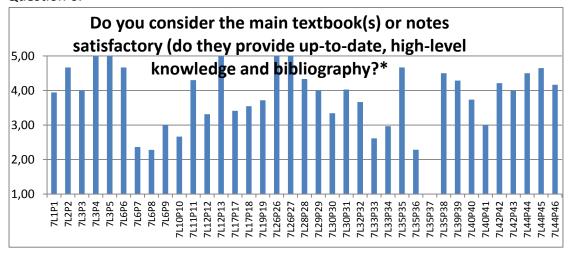
Average: 3,89.

Question 5.



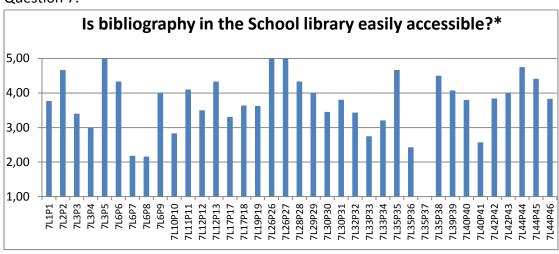
Average: **3,87.** 

#### Question 6.



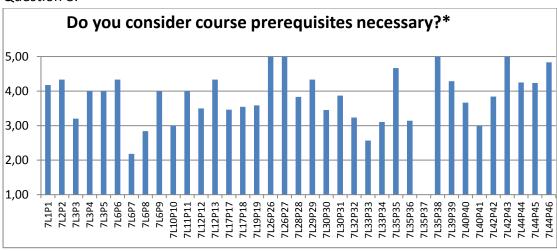
Average: 3,81.

#### Question 7.



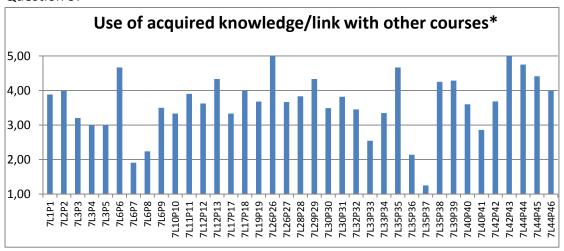
Average: 3,69.

Question 8.



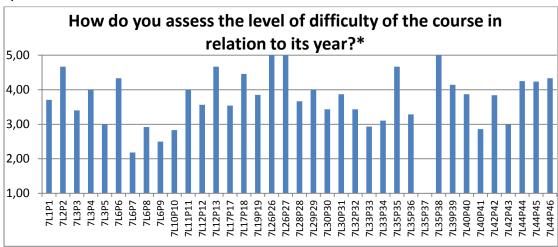
Average: 3,78.

Question 9.



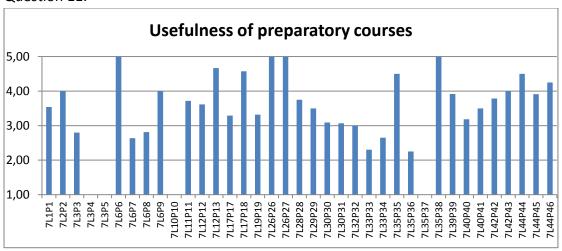
Average: 3,62.

Question 10.



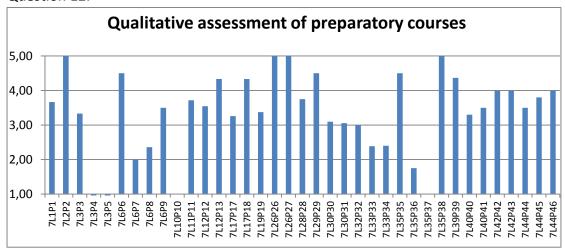
Average: **3,69**.

Question 11.



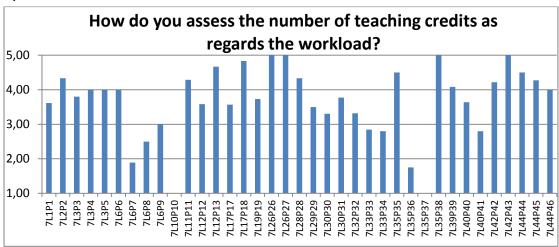
Average: 3,41.

Question 12.



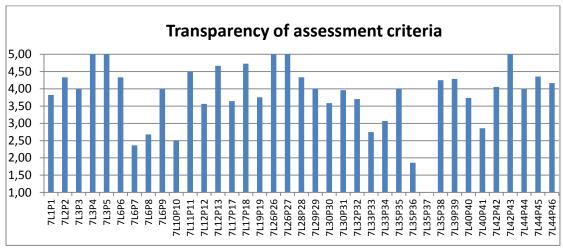
Average: 3,32.

Question 13.



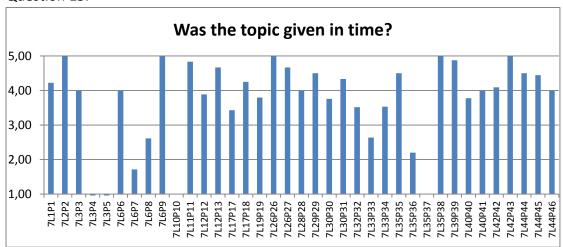
Average: 3,66.

Question 14.



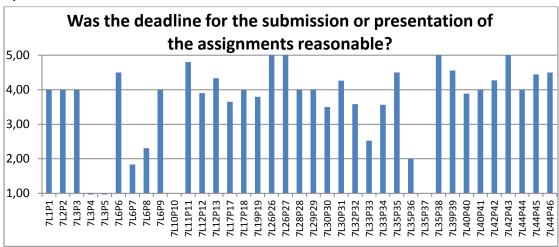
Average: 3,83.

Question 15.



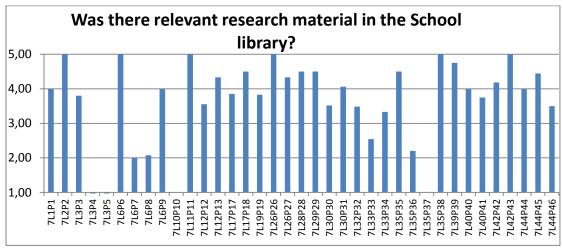
Average: 3,67.

Question 16.



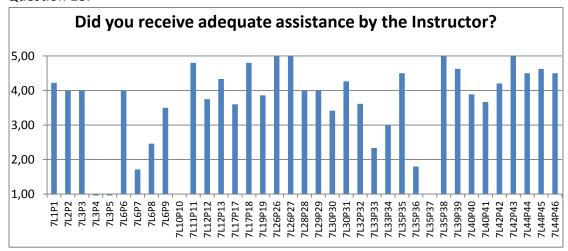
Average: 3,59.

Question 17.



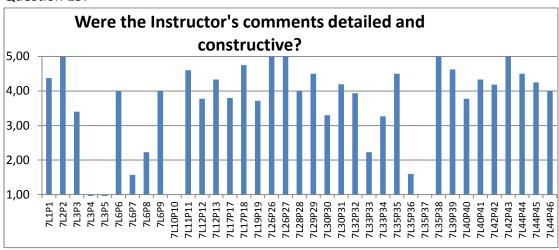
Average: 3,61.

Question 18.



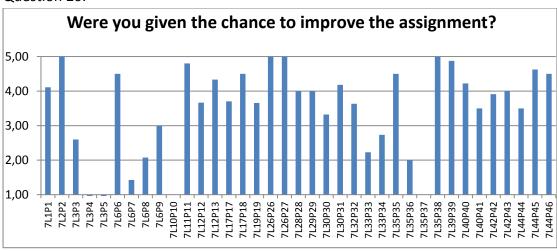
Average: 3,57.

Question 19.



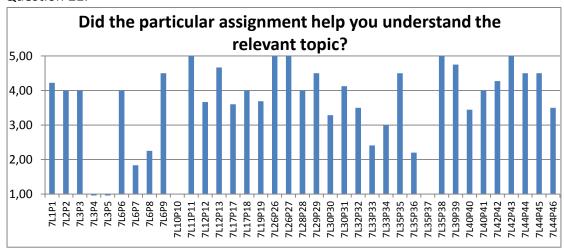
Average: **3,59**.

Question 20.



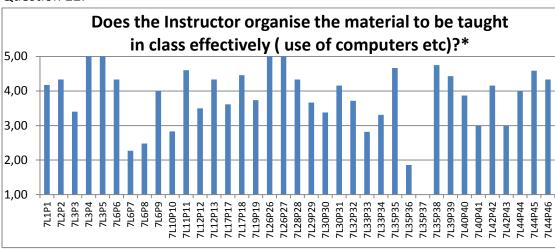
Average: 3,46.

Question 21.



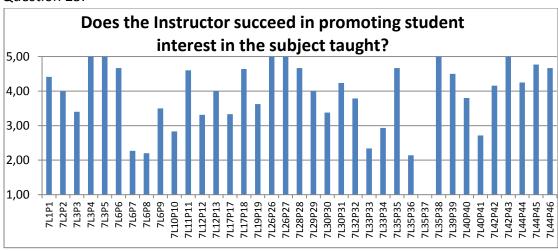
Average: 3,57.

Question 22.



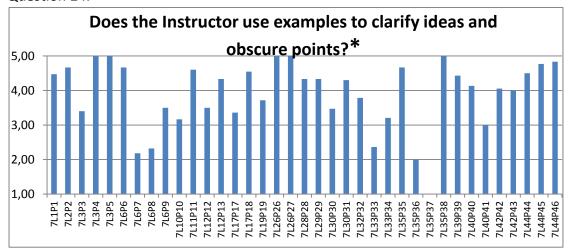
Average: **3,81**.

Question 23.



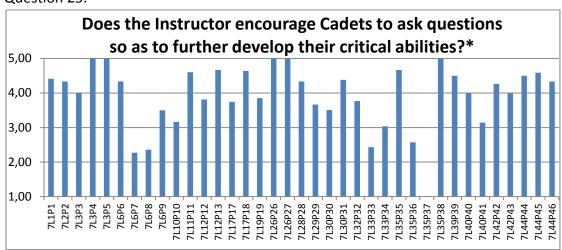
Average: **3,86**.

Question 24.



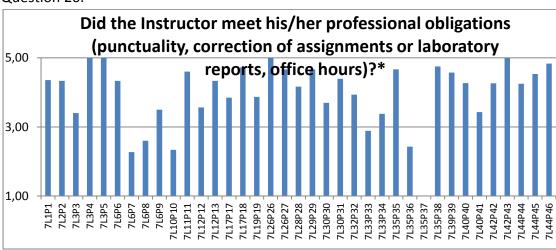
Average: 3,91.

Question 25.



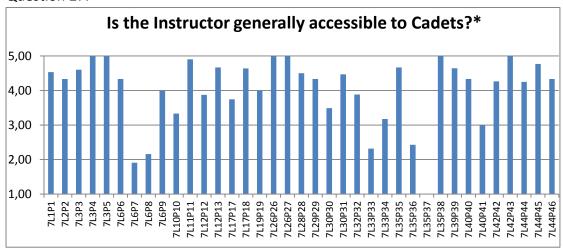
Average: 3,93.

Question 26.



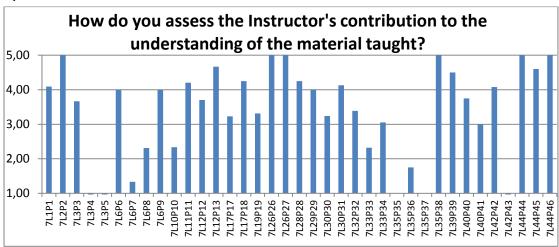
Average: 3,97.

Question 27.



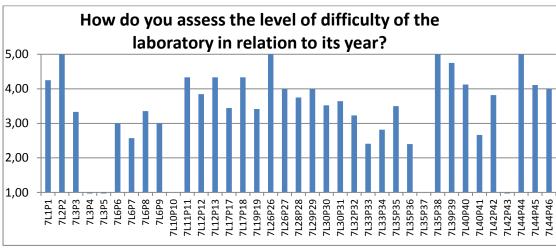
Average: 4,02.

Question 28.



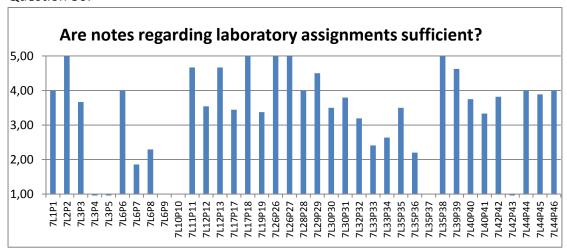
Average: 3,33.

Question 29.



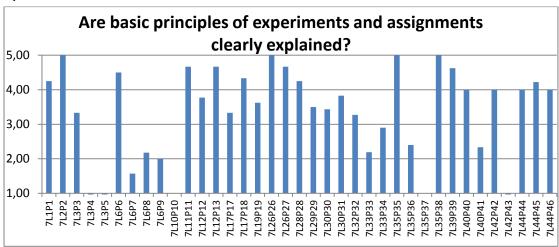
Average: 3,30.

Question 30.



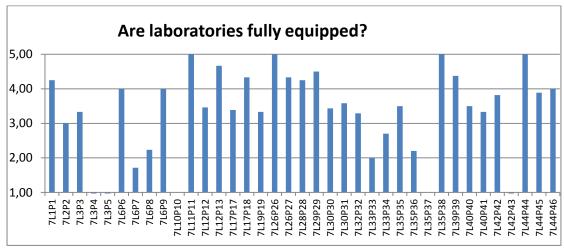
Average: 3,26.

Question 31.



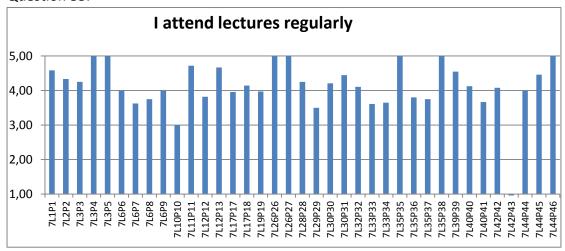
Average: 3,29.

Question 32.



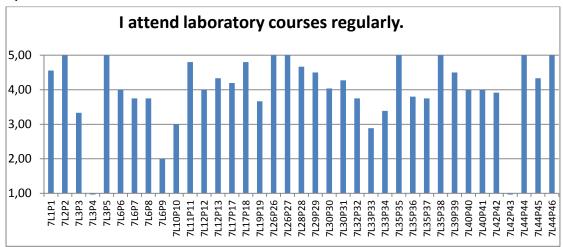
Average: 3,25.

Question 33.



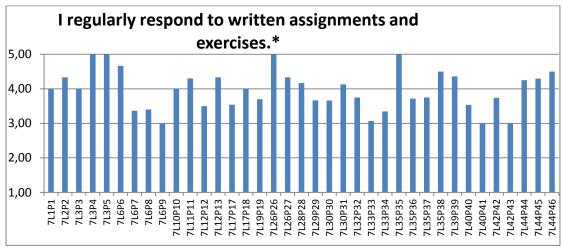
Average: 4,11.

Question 34.



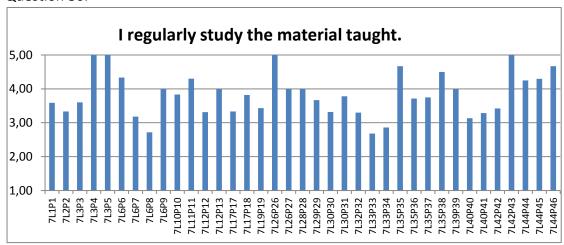
Average: 3,95.

Question 35.



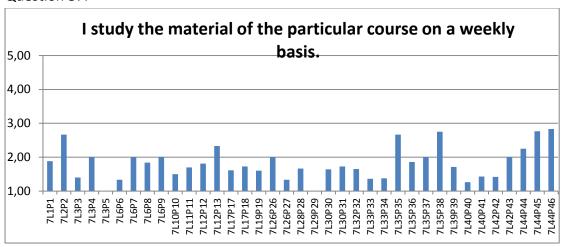
Average: 3,97.

Question 36.



Average: 3,84.

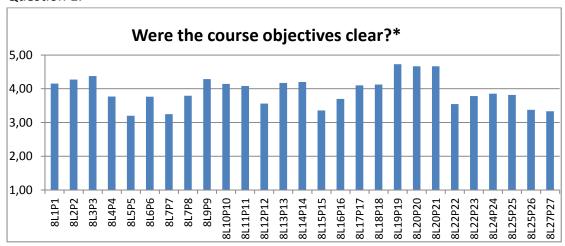
Question 37.



Average: 1,81.

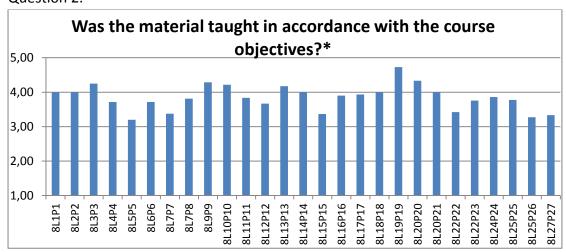
# 9.8. 8<sup>th</sup> Semester

#### Question 1.



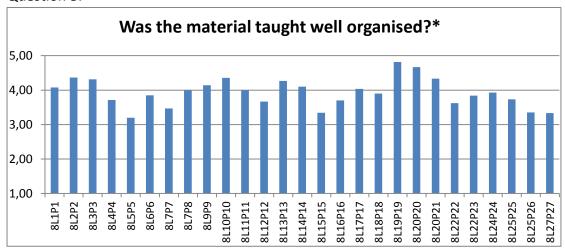
Average: 3.93.

Question 2.



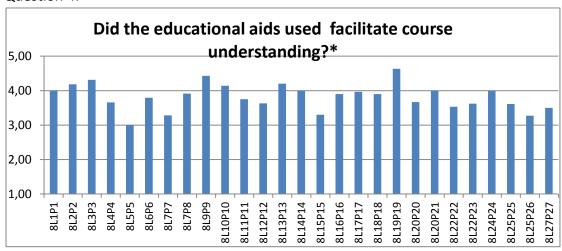
Average: 3.85.

Question 3.



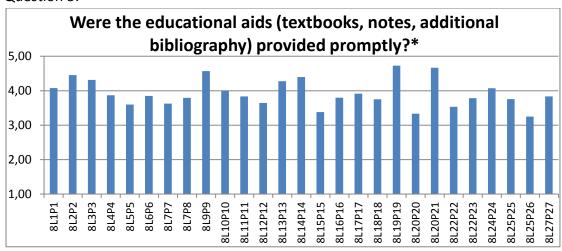
Average: 3.93.

Question 4.



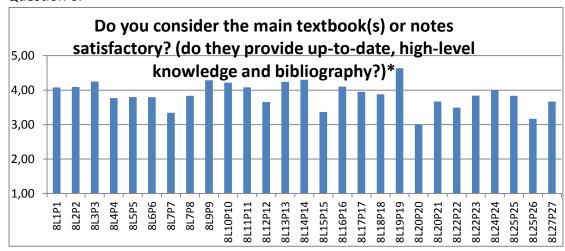
Average: 3,82.

Question 5.



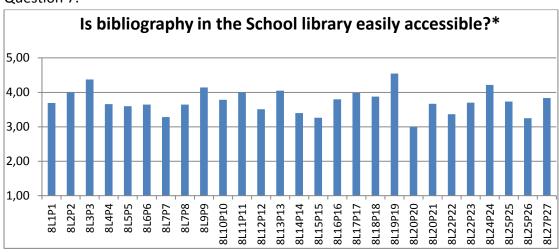
Average: 3,93.

#### Question 6.



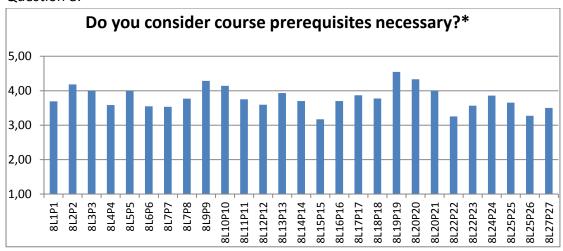
Average: 3,86.

#### Question 7.



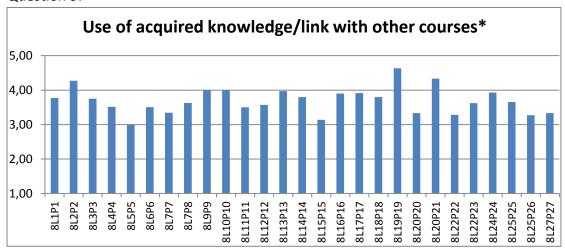
Average: 3,74.

Question 8.



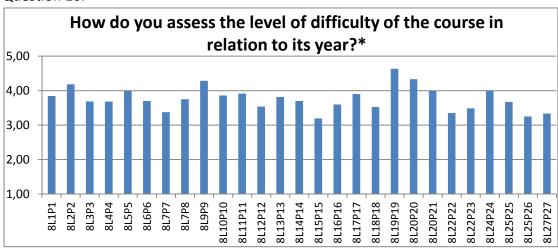
Average: 3,79.

Question 9.



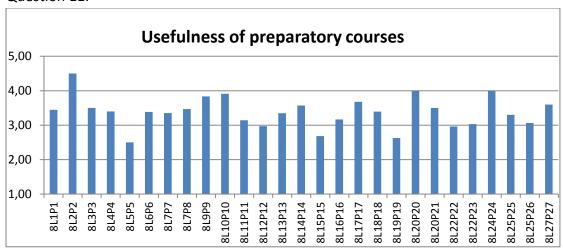
Average: 3,70.

Question 10.



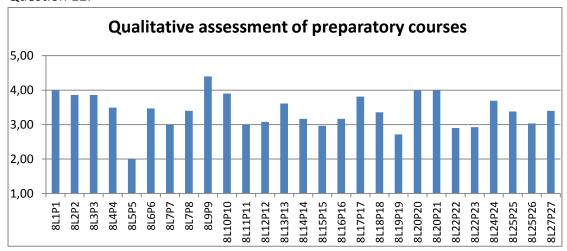
Average: 3,76.

Question 11.



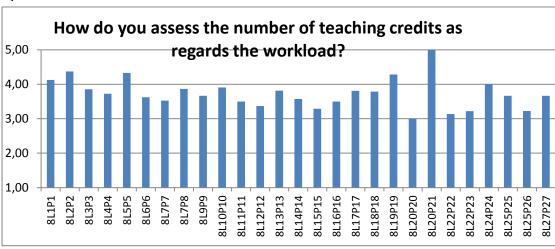
Average: 3,38.

Question 12.



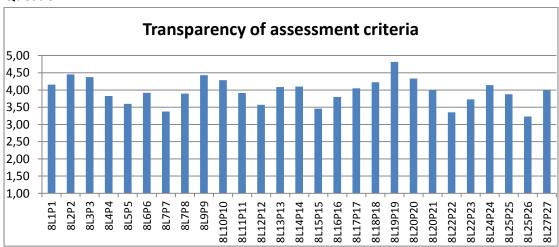
Average: 3,39.

Question 13.



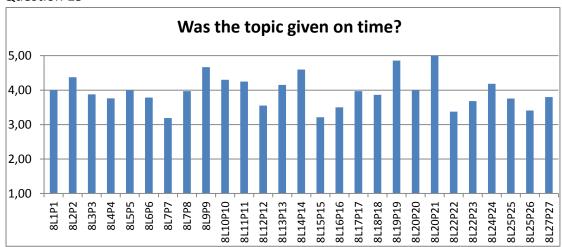
Average: 3,74.

Question 14.



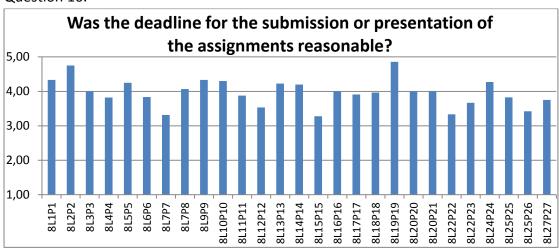
Average: 3,96.

Question 15



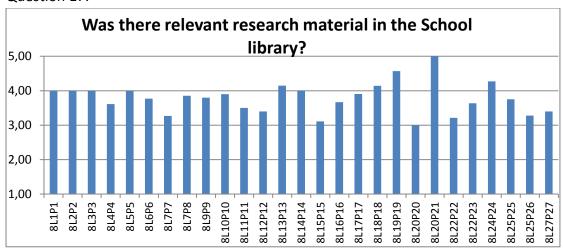
Average: 3,97.

Question 16.



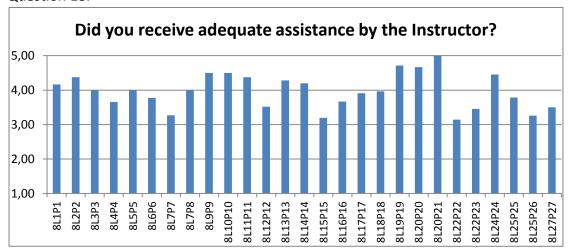
Average: 3,97.

Question 17.



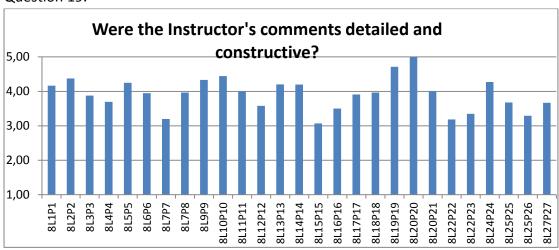
Average: 3,78.

Question 18.



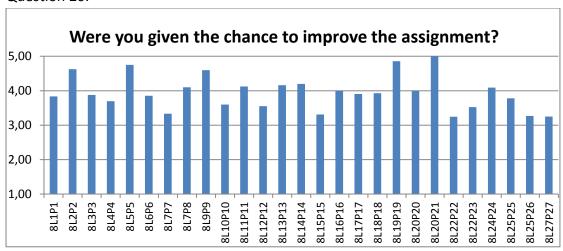
Average: 3,97.

Question 19.



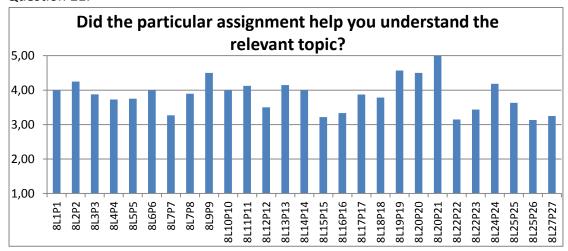
Average: 3,92.

Question 20.



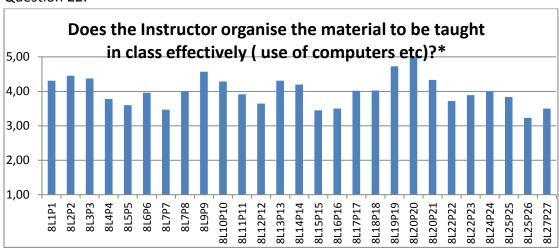
Average: 3,94.

Question 21.



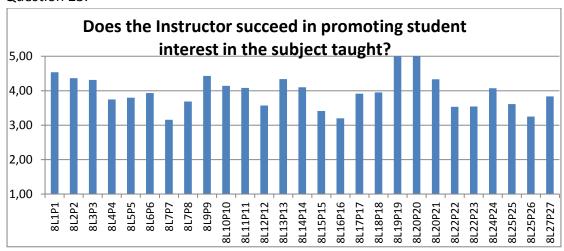
Average: 3,86.

Question 22.



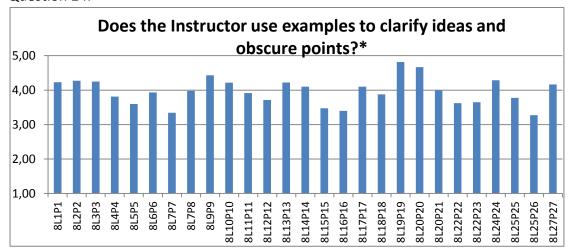
Average: 4,00.

Question 23.



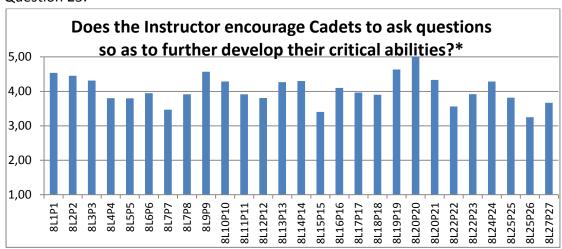
Average: 3,96.

Question 24.



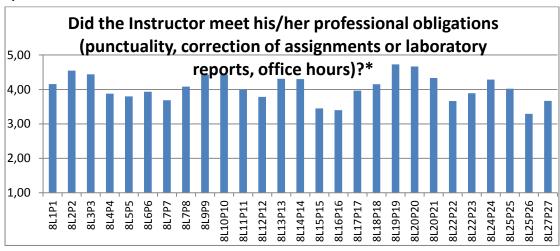
Average: 3,97.

Question 25.



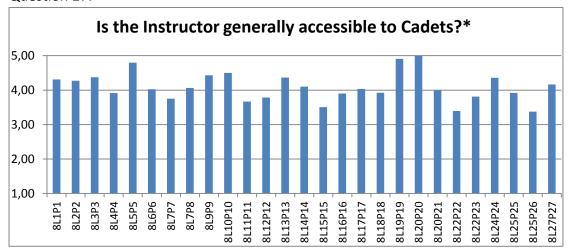
Average: 4,05.

Question 26.



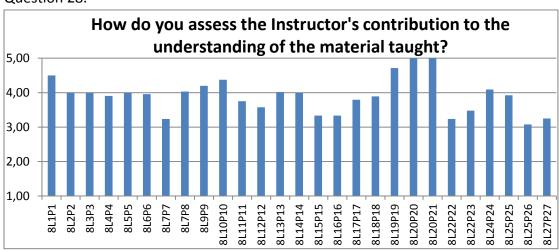
Average: 4,05.

Question 27.



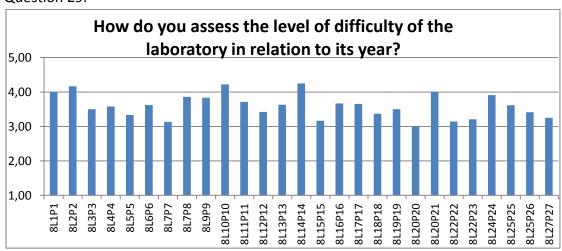
Average: 4,10.

Question 28.



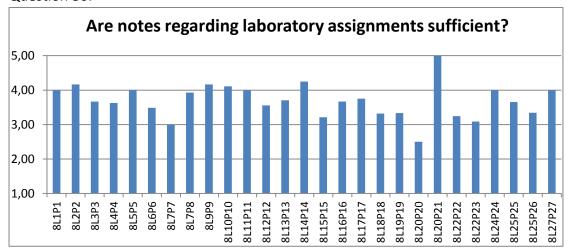
Average: 3,91.

Question 29.



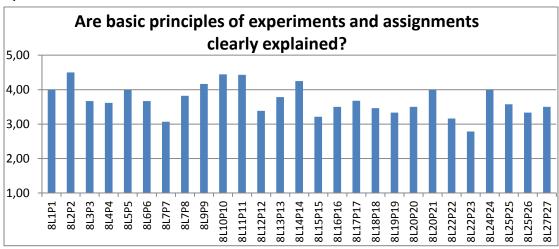
Average: 3,60.

Question 30.



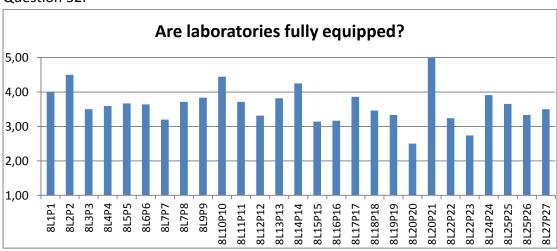
Average: 3,70.

Question 31.



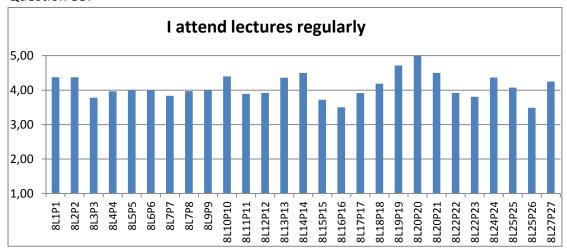
Average: 3,70.

Question 32.



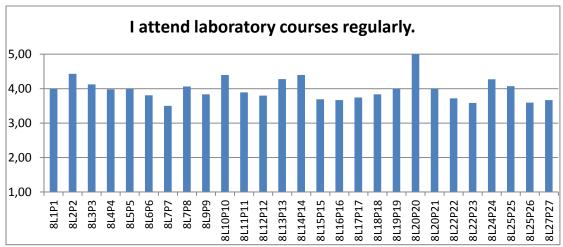
Average: 3,63.

Question 33.



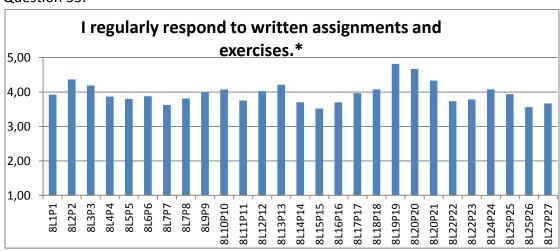
Average: 4,10.

Question 34.



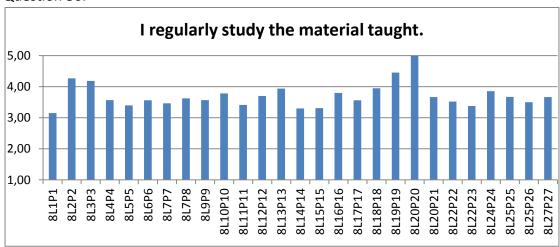
Average: 3,98.

Question 35.



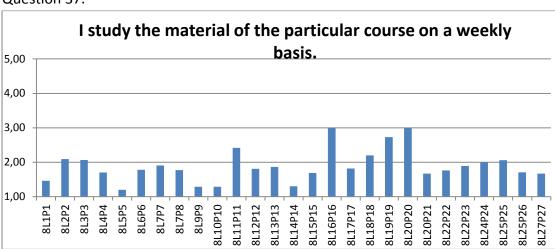
Average: 3,96.

Question 36.



Average: **3,71**.

Question 37.



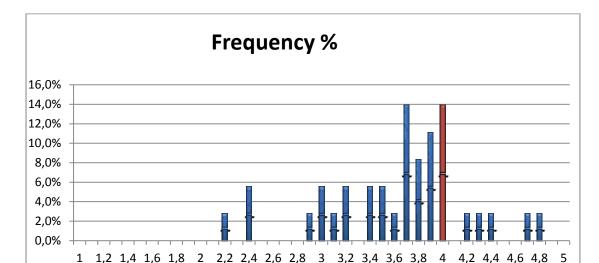
Average: 1,89.

## **10. Frequency Charts**

The following diagrams illustrate the graphical results of Cadets' responses to a questionnaire about the subjects taught in the Department during the eight (8) semesters of the internal evaluation process.

**A**. Diagram 'Frequency%' expresses the percentage (%) of the frequency score on a scale from 1 to 5, according to which cadets evaluate each Instructor in a particular question.

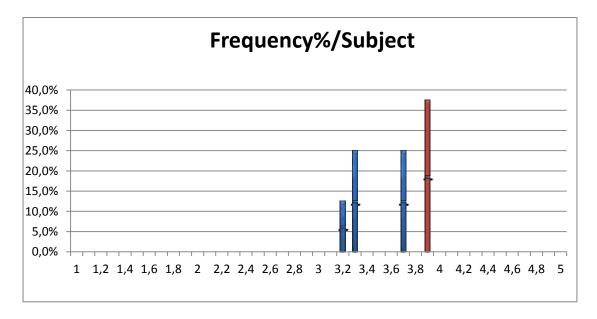
➤ Example 1: Regarding the question 'Were the course objectives clear?' shown in the first diagram, the cadets in the 1st Semester evaluated with 3.9 to 4.0 (out of 5) 14% of all the Instructors in the Department.



Question 1: Were the course objectives clear?

- **B.** Diagram 'Frequency % /Subject' expresses the percentage (%) of the frequency score on a scale from 1 to 5, according to which cadets evaluate each subject in this question.
  - ➤ Example 2: In the same question 'Were the course objectives clear?' illustrated in the following Diagram, 1st Semester Cadets evaluated with 3,8 to 3,9 (out of 5) 37,50% of all the courses of the Department.

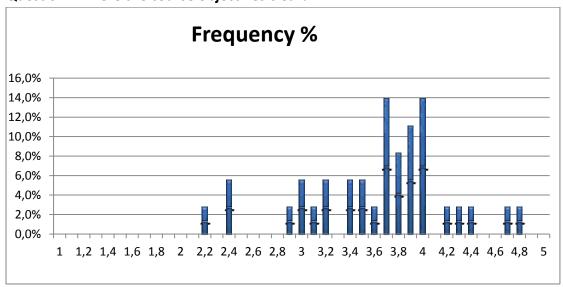
Question 1: Were the course objectives clear?

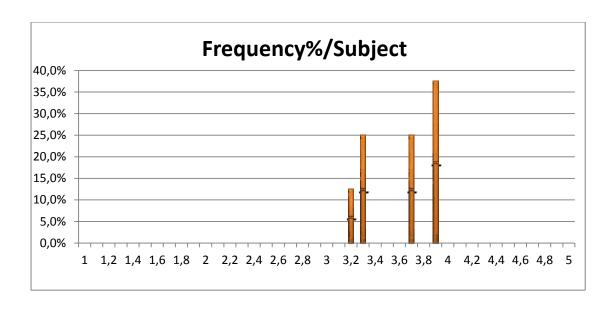


Consequently, in the following diagrams both Instructors (individually) and courses (taught by one or more Instructors of the Department) are evaluated.

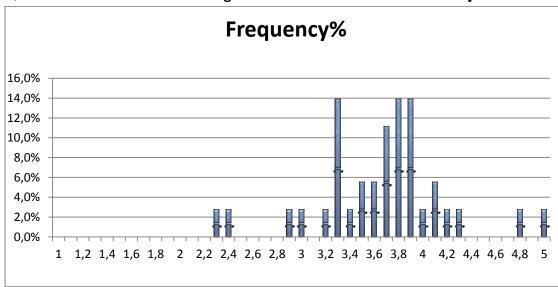
## 10.1. 1st Semester

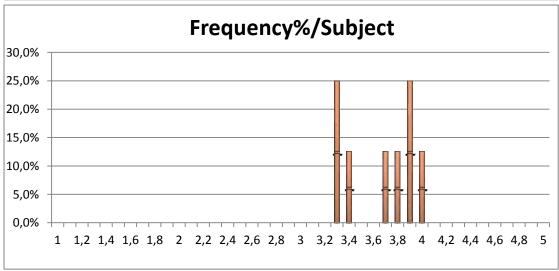
Question 1: Were the course objectives clear?\*



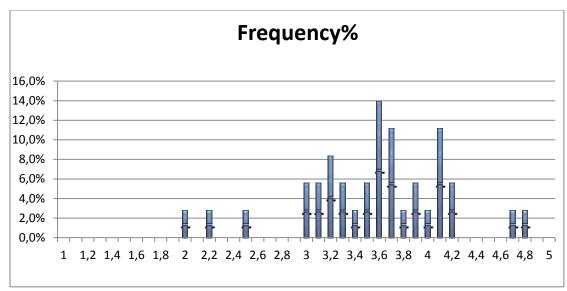


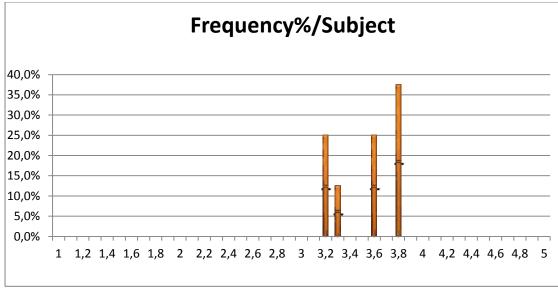
Question 2: Was the material taught in accordance with the course objectives?



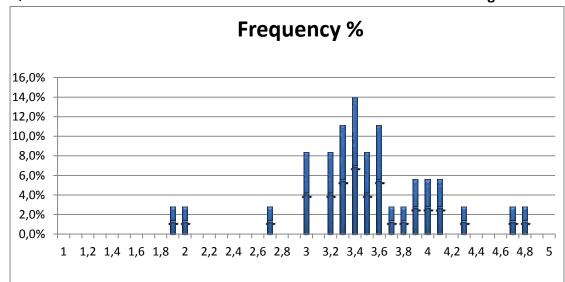


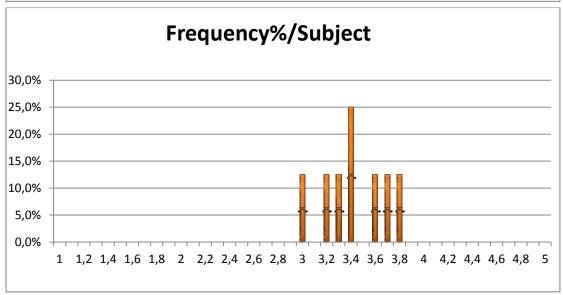
Question 3: Was the material taught well organised?



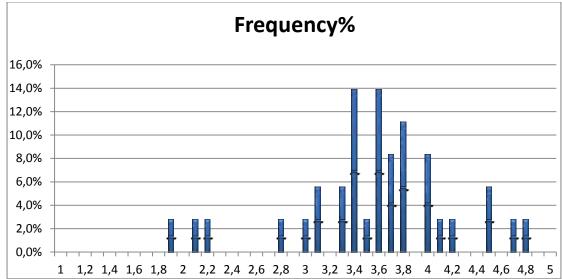


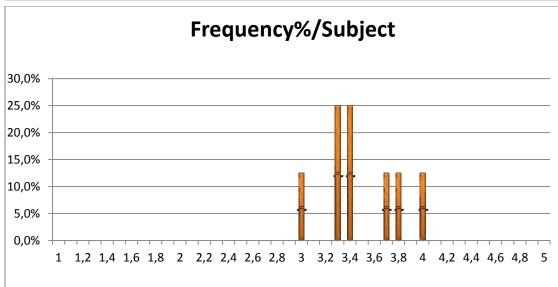
Question 4: Did the educational aids used facilitate course understanding?



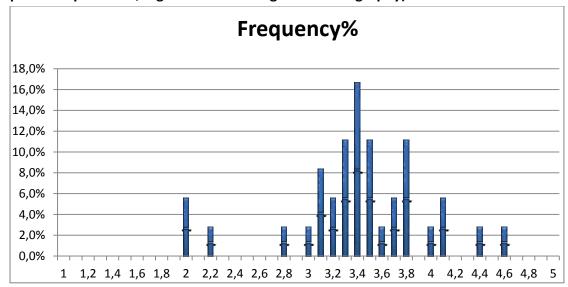


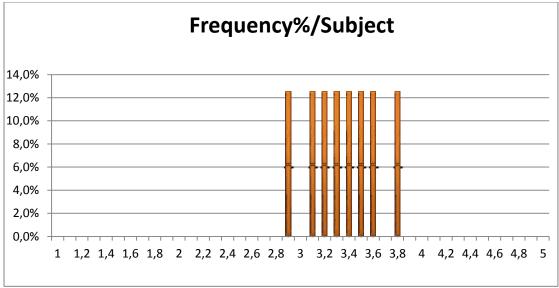
Question 5: Were the educational aids (textbooks, notes, additional bibliography) provided promptly?



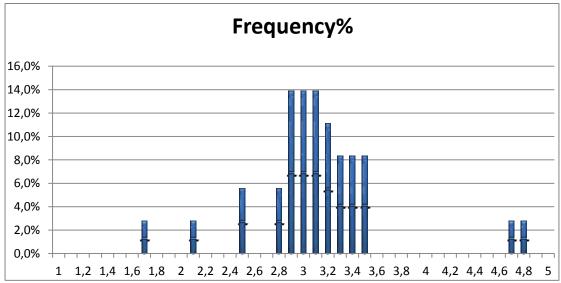


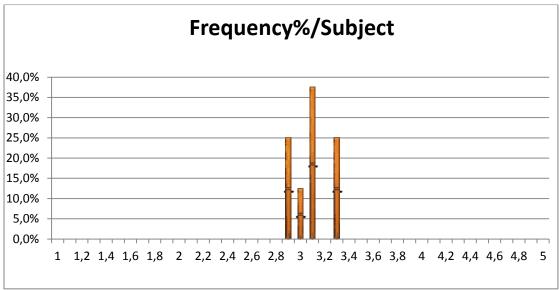
Question 6: Do you consider the main textbook(s) or notes satisfactory (do they provide up-to-date, high-level knowledge and bibliography)?



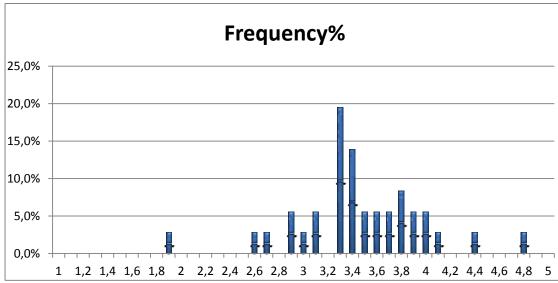


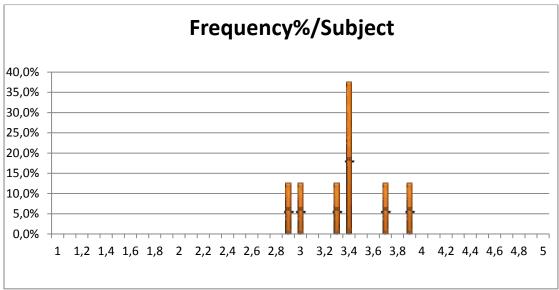
Question 7: Is bibliography in the School library easily accessible?



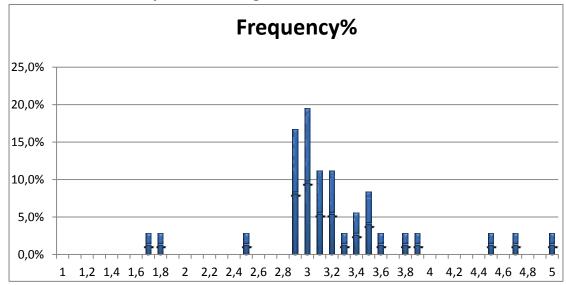


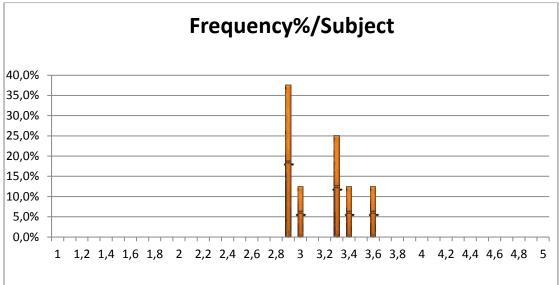
Question 8: Do you consider course prerequisites necessary?



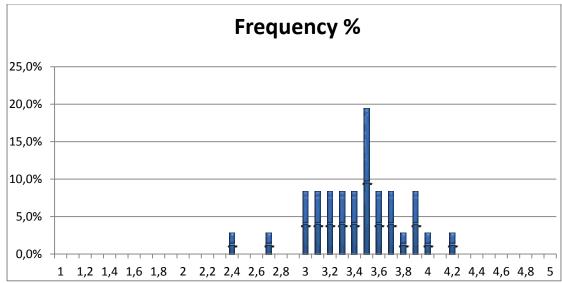


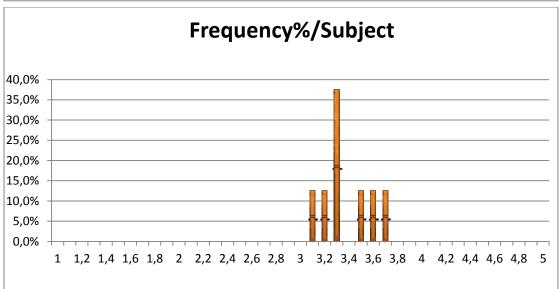
Question 9: Use of acquired knowledge/link with other courses\*



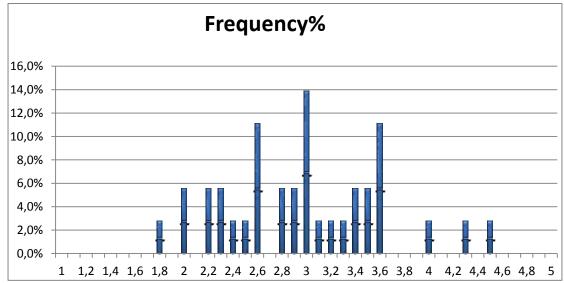


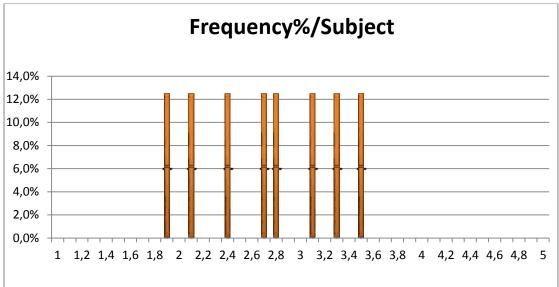
Question 10: How do you assess the level of difficulty of the course in relation to its year?



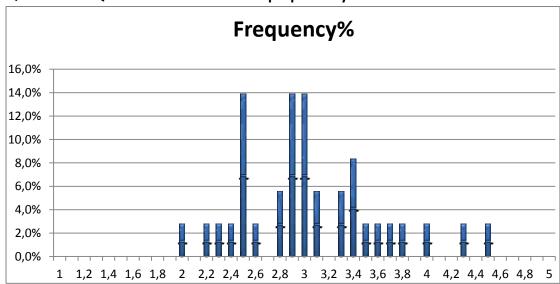


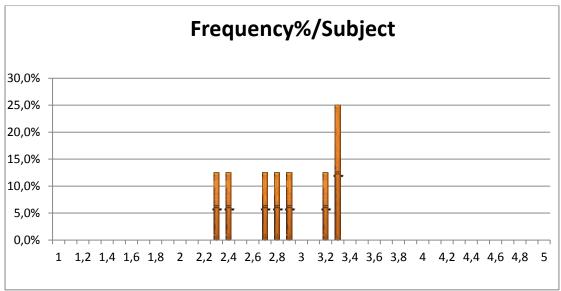
Question 11: Usefulness of preparatory courses



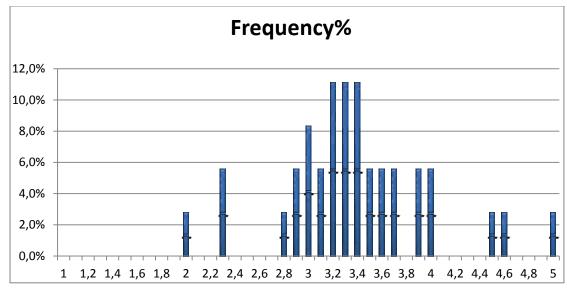


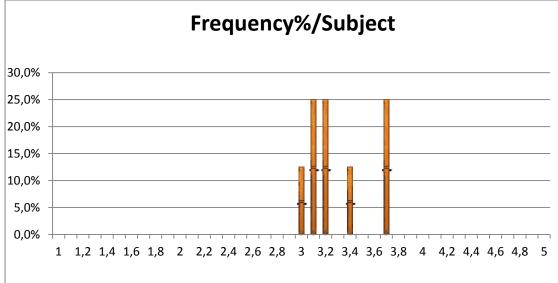
Question 12: Qualitative assessment of preparatory courses



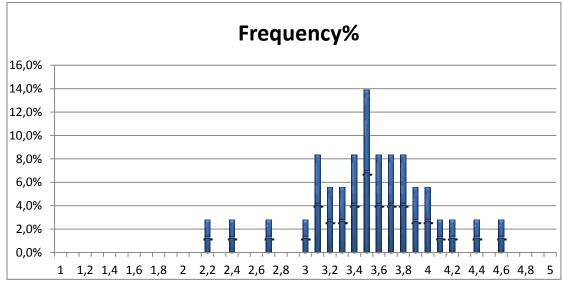


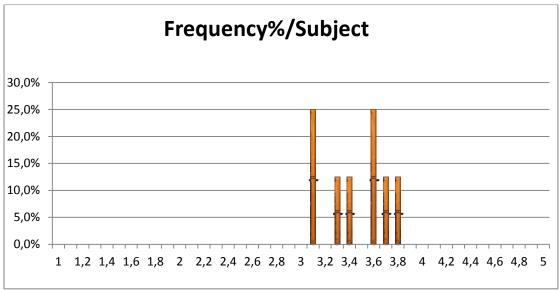
Question 13: How do you assess the number of teaching credits as regards the workload?



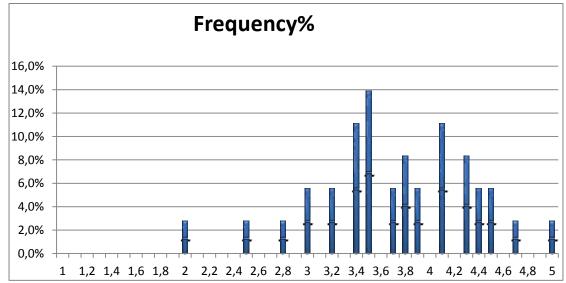


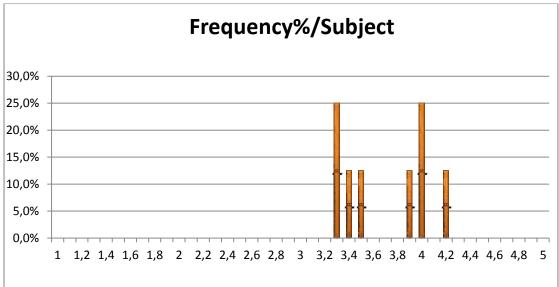
Question 14: Transparency of assessment criteria\*



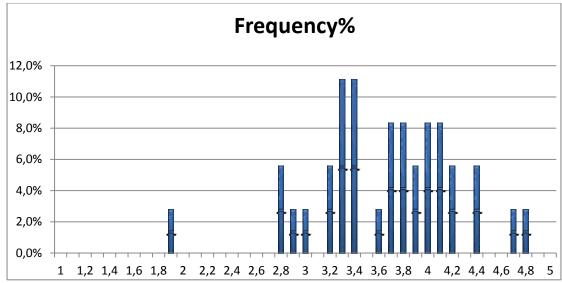


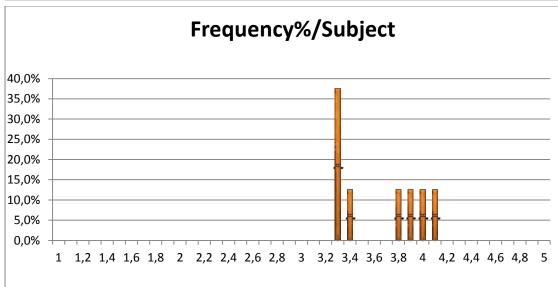
Question 15: Was the topic given on time?



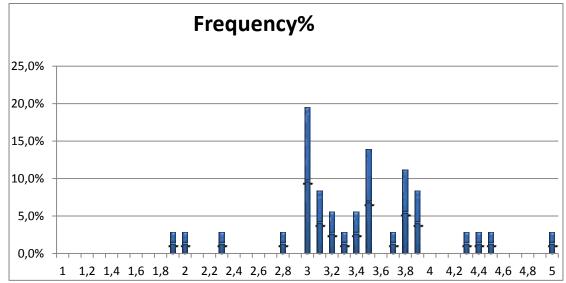


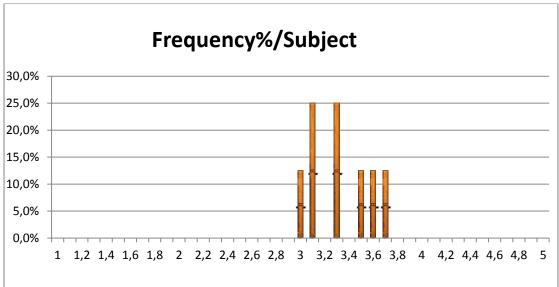
Question 16: Was the deadline for the submission or presentation of the assignments reasonable?



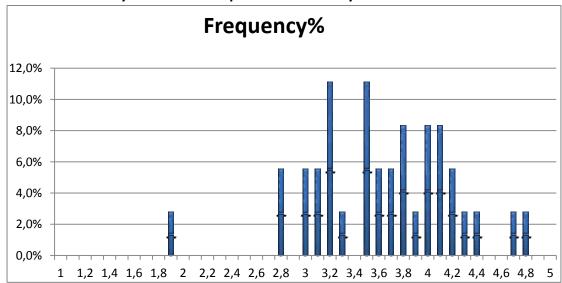


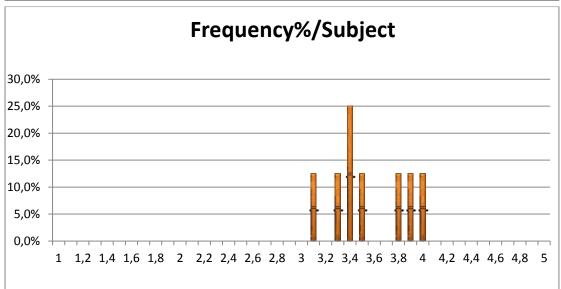
Question 17: Was there relevant research material in the School library?



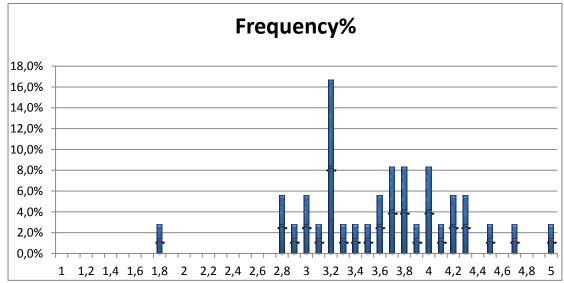


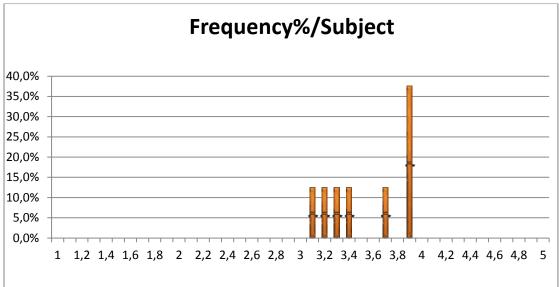
Question 18: Did you receive adequate assistance by the Instructor?



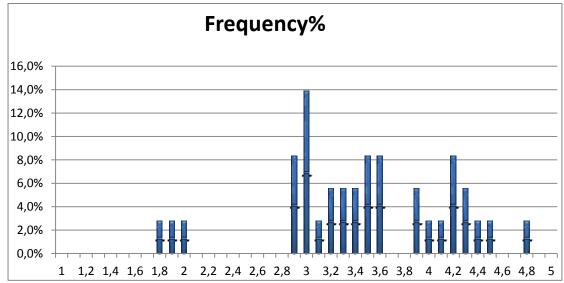


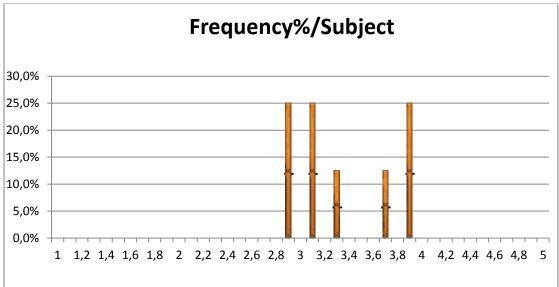
Question 19: Were the Instructor's comments detailed and constructive?



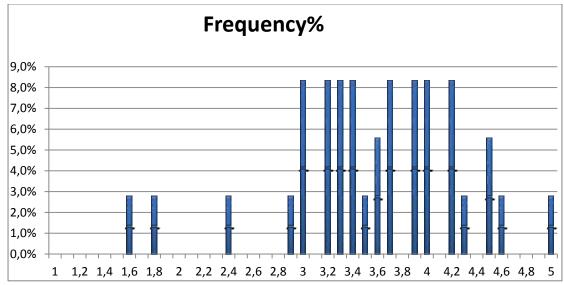


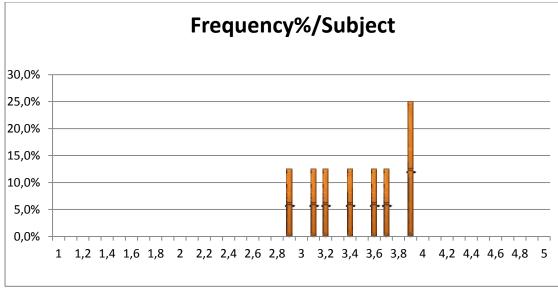
Question 20: Were you given the chance to improve the assignment?



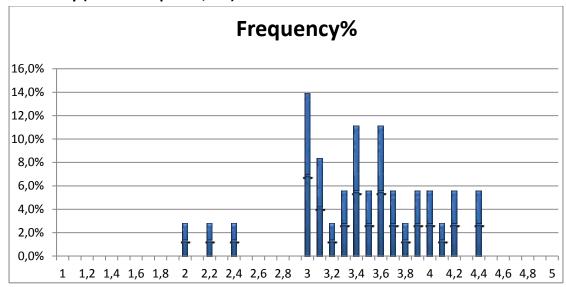


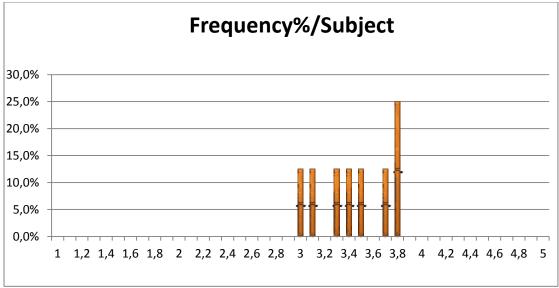
Question 21: Did the particular assignment help you understand the relevant topic?



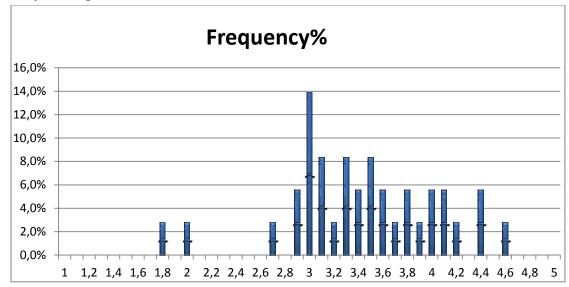


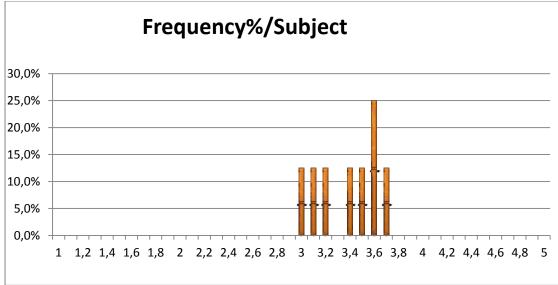
Question 22: Does the Instructor organise the material to be taught in class effectively (use of computers, etc)?\*



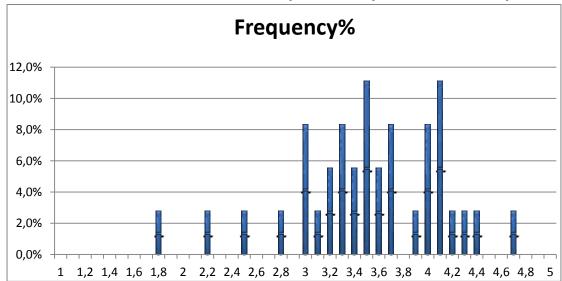


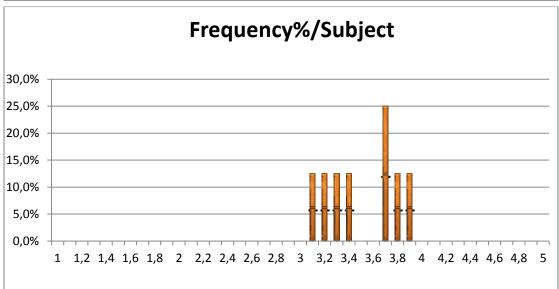
Question 23: Does the Instructor succeed in promoting student interest in the subject taught?



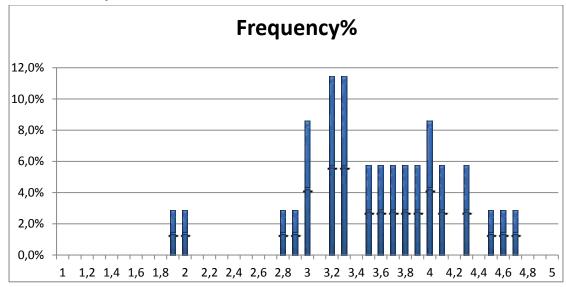


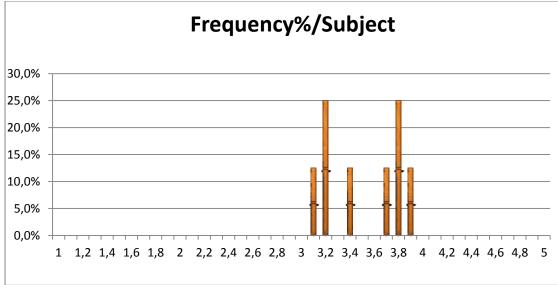
Question 24: Does the Instructor use examples to clarify ideas and obscure points?



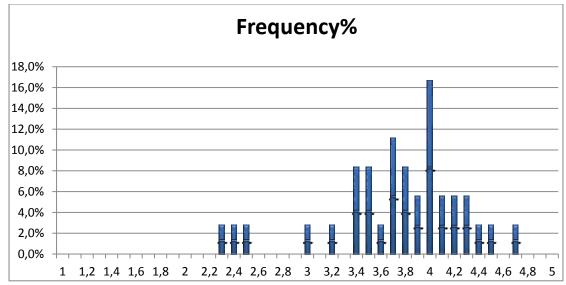


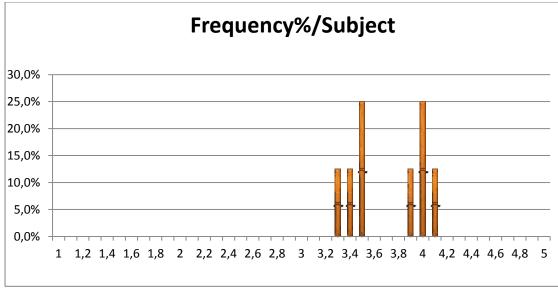
Question 25: Does the Instructor encourage Cadets to ask questions so as to further develop their critical abilities?



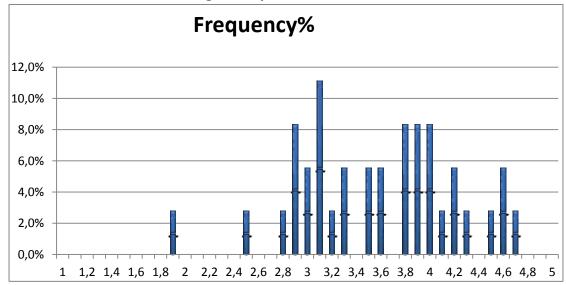


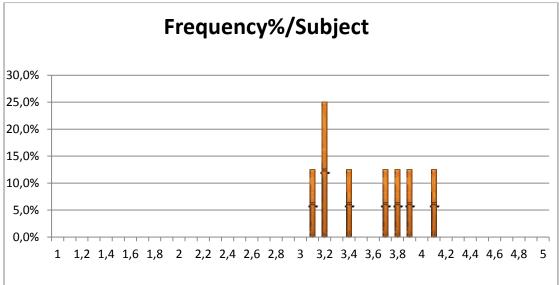
Question 26: Did the Instructor meet his/her professional obligations (punctuality, correction of assignments or laboratory reports, office hours)?



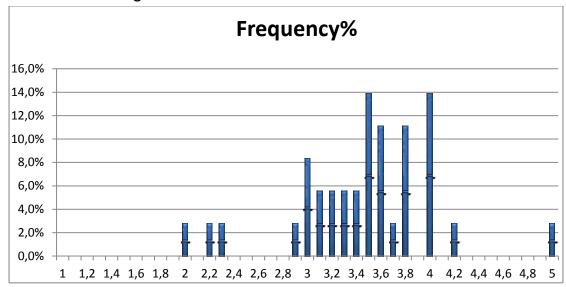


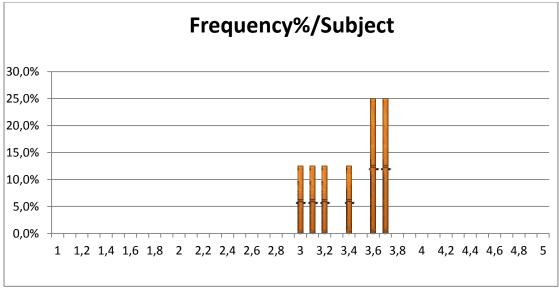
Question 27: Is the Instructor generally accessible to Cadets?



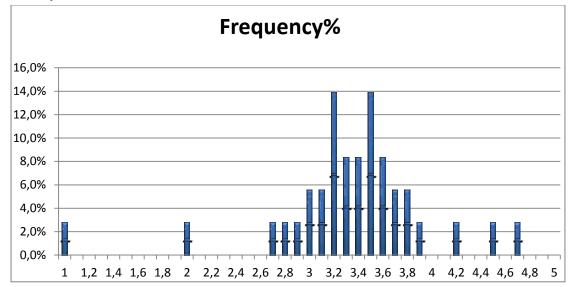


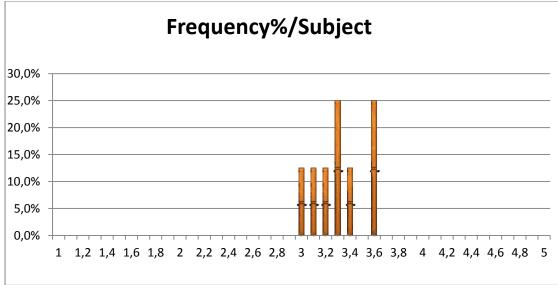
Question 28: How do you assess the Instructor's contribution to the understanding of the material taught?



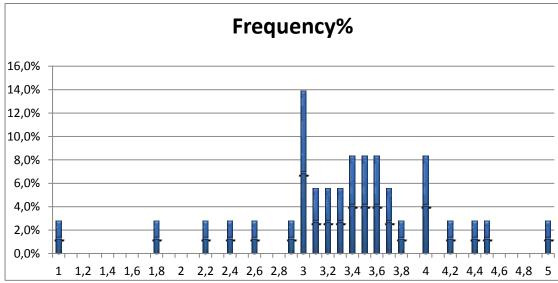


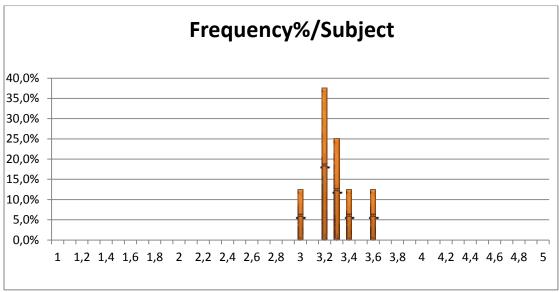
Question 29: How do you assess the level of difficulty of the laboratory in relation to its year?



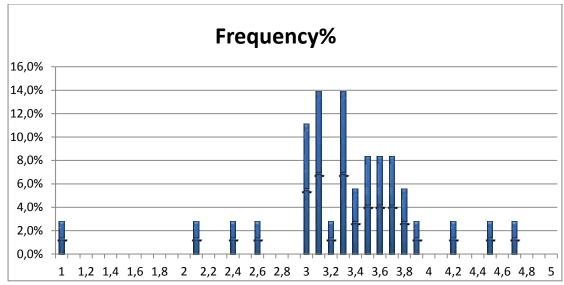


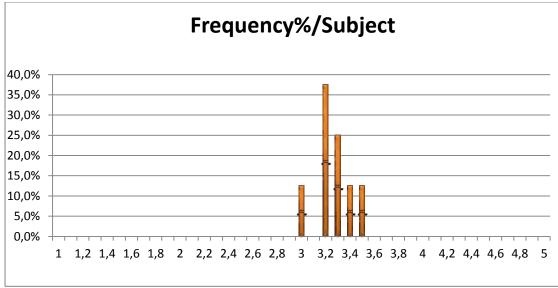
Question 30: Are notes regarding laboratory assignments sufficient?



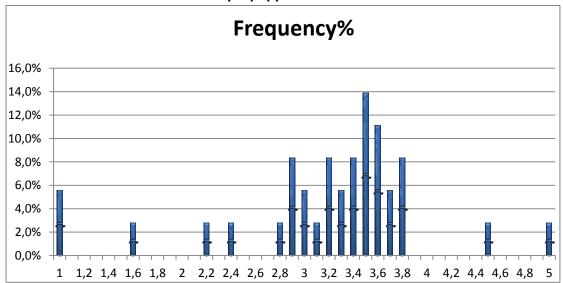


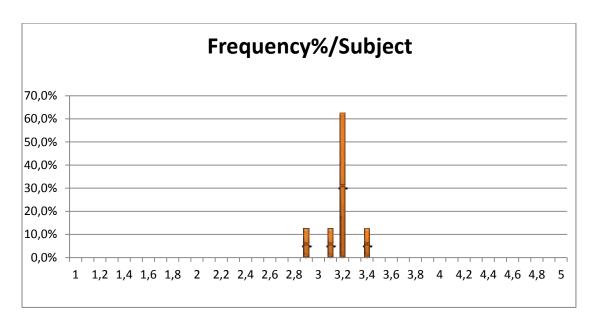
Question 31: Are basic principles of experiments and assignments clearly explained?



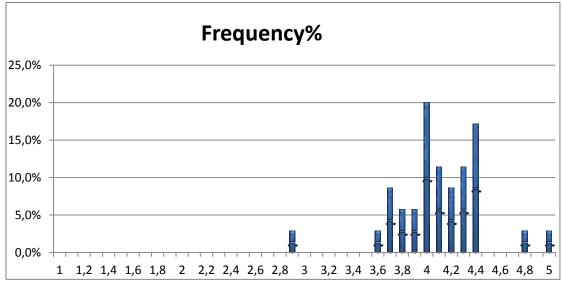


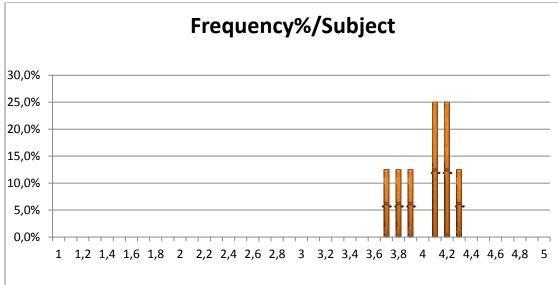
Question 32: Are laboratories fully equipped?



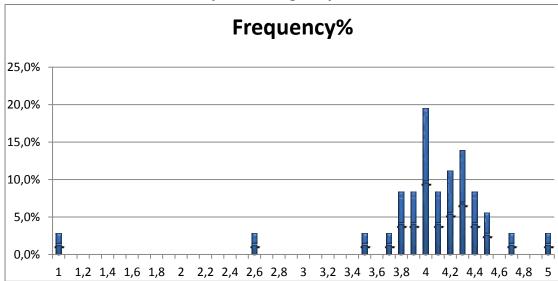


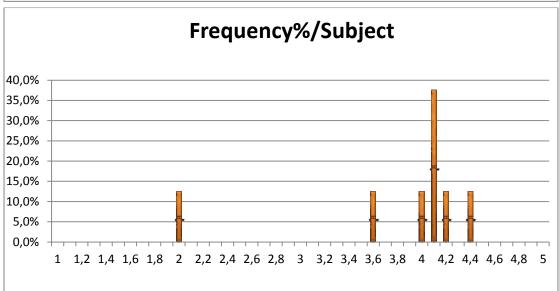
Question 33: I attend lectures regularly



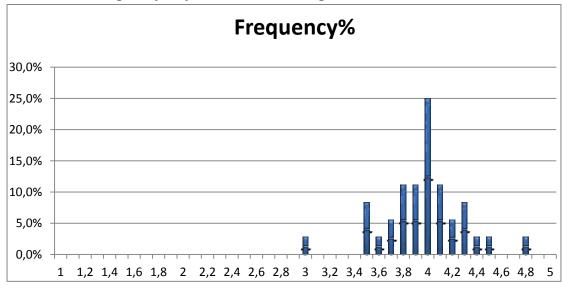


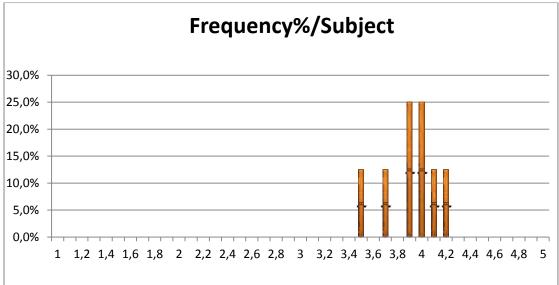
Question 34: I attend laboratory courses regularly.



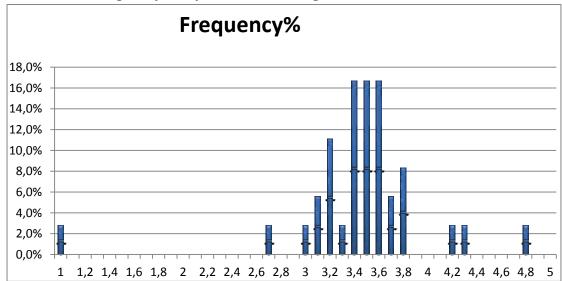


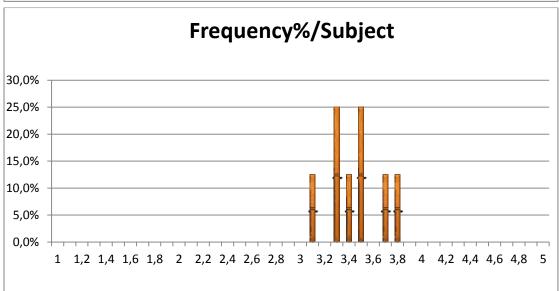
Question 35: I regularly respond to written assignments and exercises.



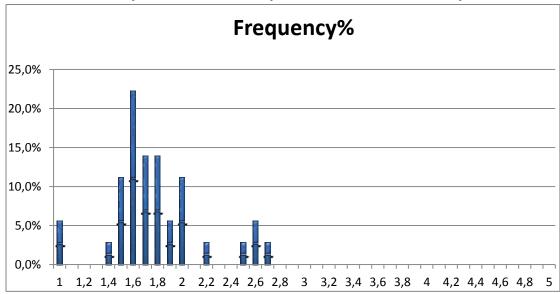


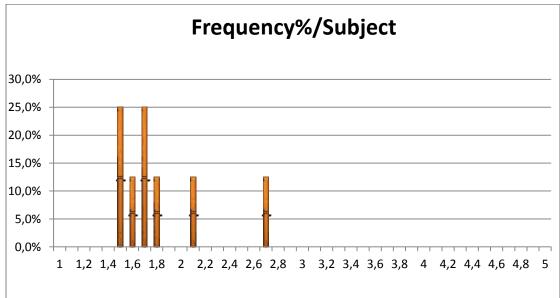
Question 36: I regularly study the material taught.





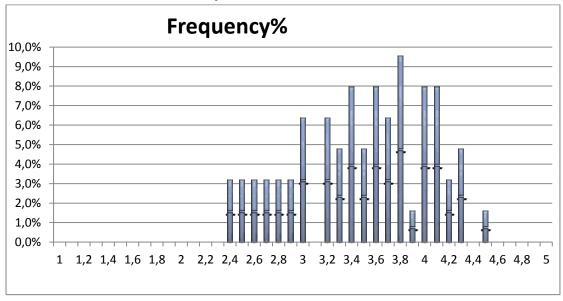
Question 37: I study the material of the particular course on a weekly basis.

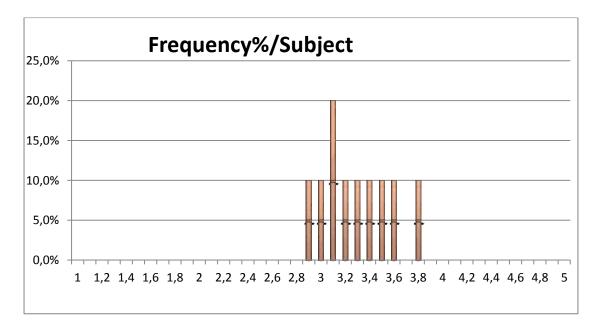




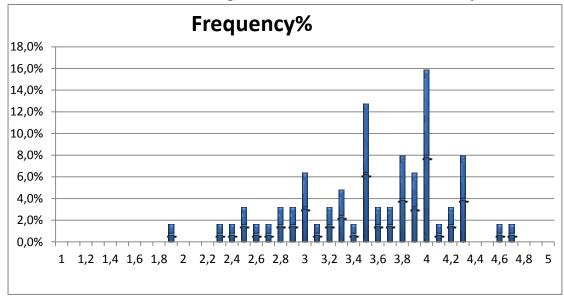
## 10.2. 2<sup>nd</sup> Semester

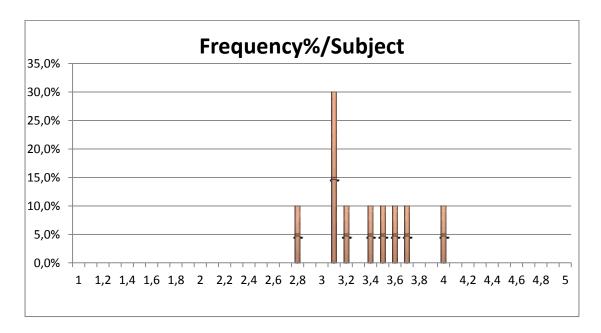
Question 1: Were the course objectives clear?\*



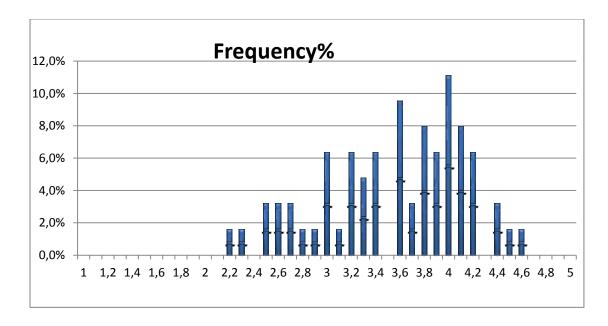


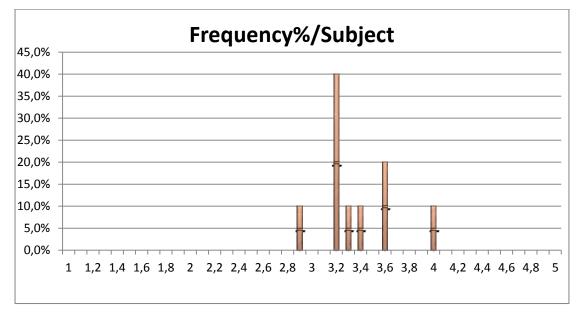
Question 2: Was the material taught in accordance with the course objectives?



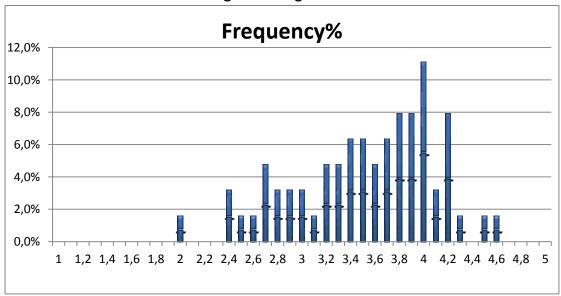


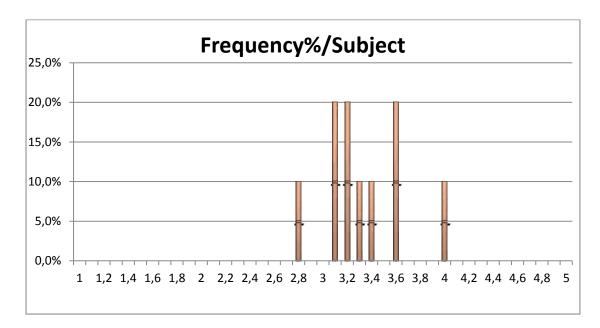
Question 3: Was the material taught well organised?



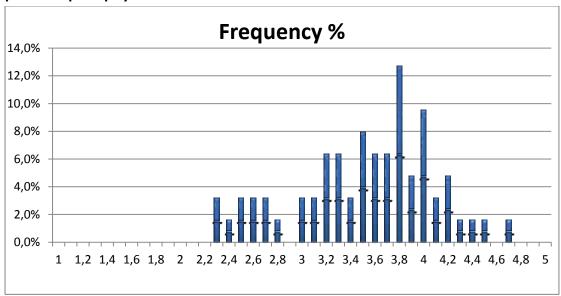


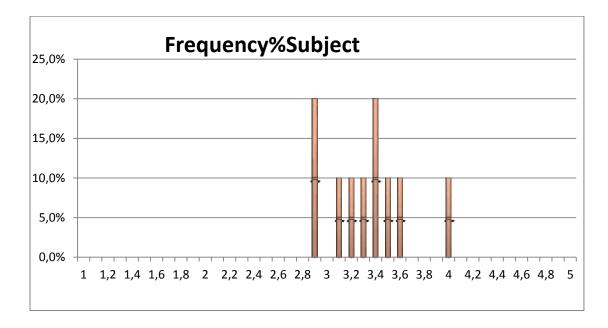
Question 4: Was the material taught well organised?



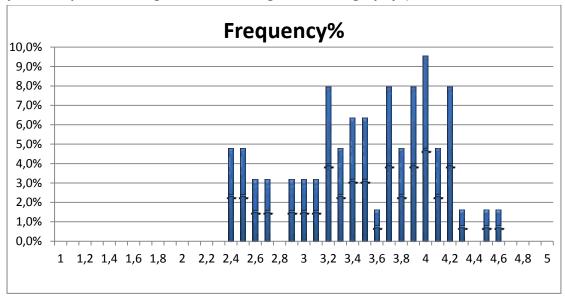


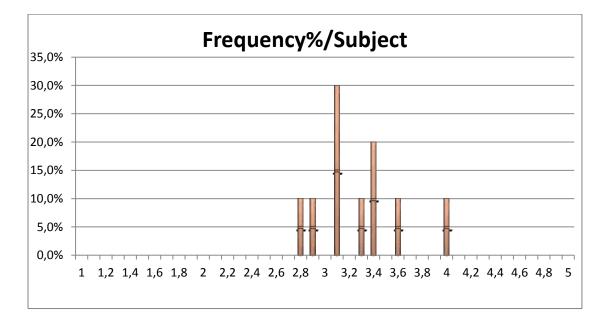
Question 5: Were the educational aids (textbooks, notes, additional bibliography) provided promptly?



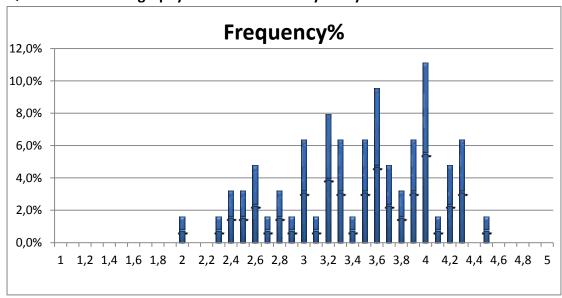


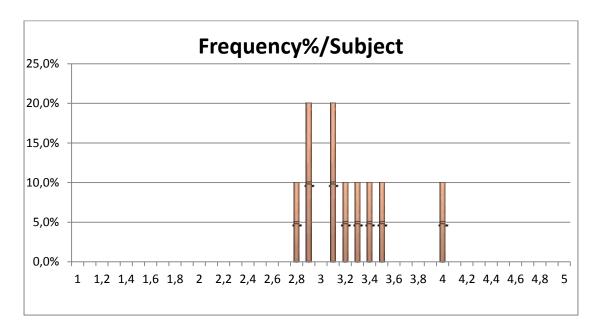
Question 6: Do you consider the main textbook(s) or notes satisfactory (do they provide up-to-date, high-level knowledge and bibliography?)



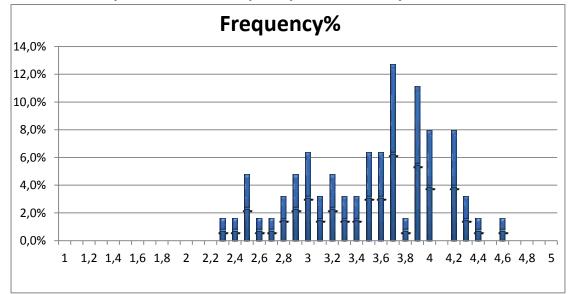


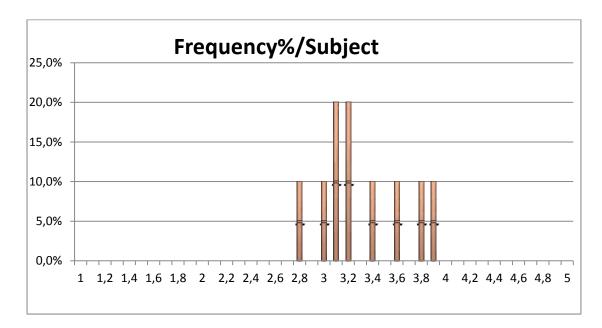
Question 7: Is bibliography in the School library easily accessible?



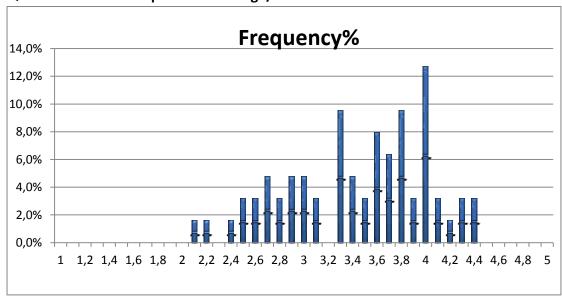


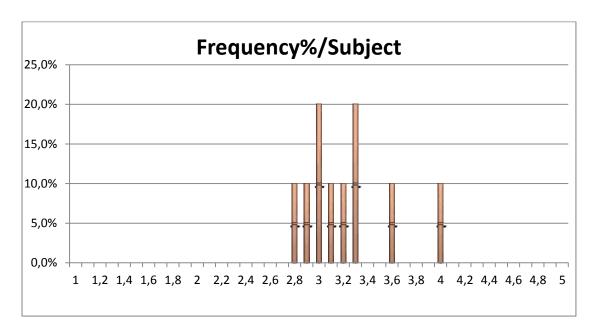
Question 8: Do you consider course prerequisites necessary?



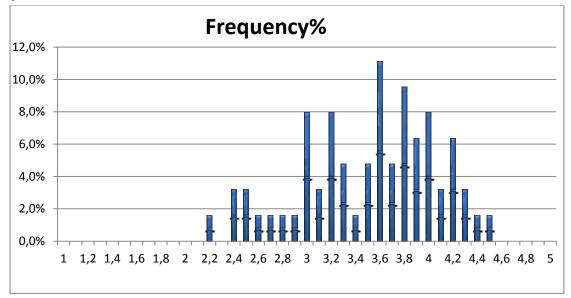


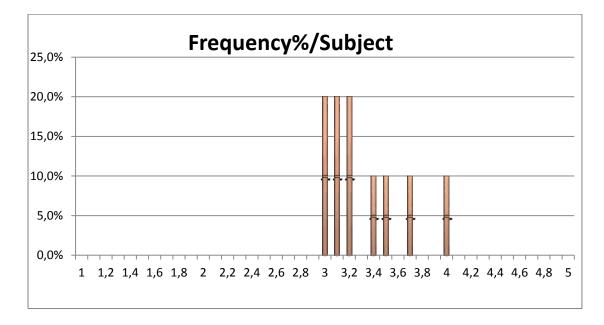
Question 9: Use of acquired knowledge/link with other courses\*



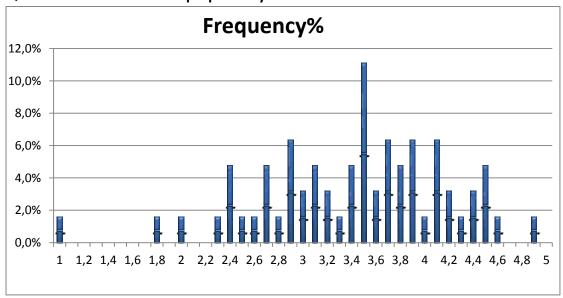


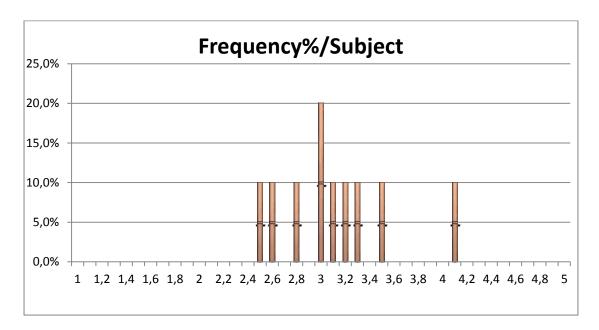
Question 10: How do you assess the level of difficulty of the course in relation to its year?



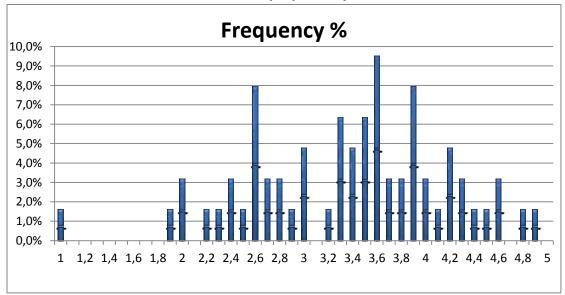


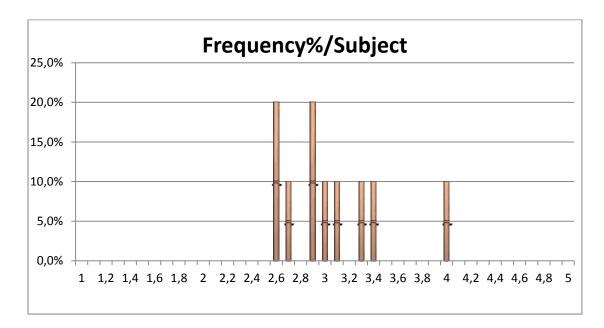
Question 11: Usefulness of preparatory courses



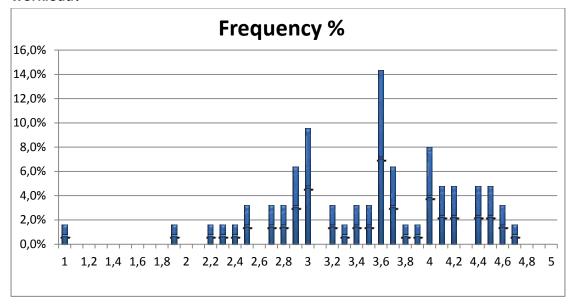


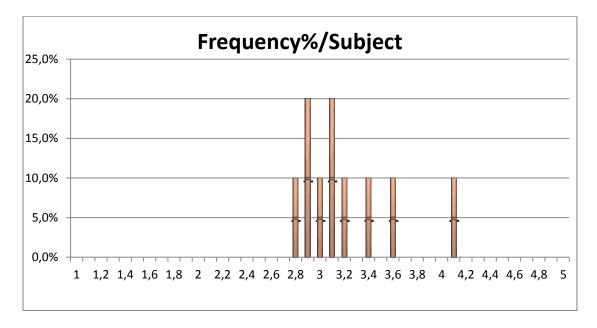
Question 12: Qualitative assessment of preparatory courses



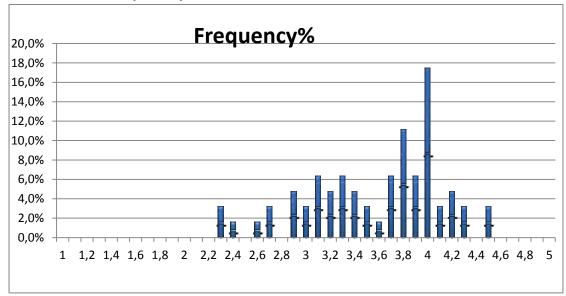


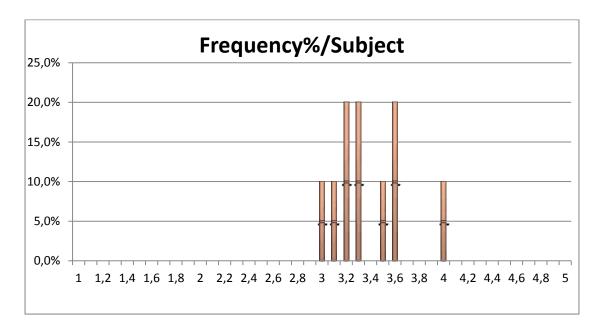
Question 13: How do you assess the number of teaching credits as regards the workload?



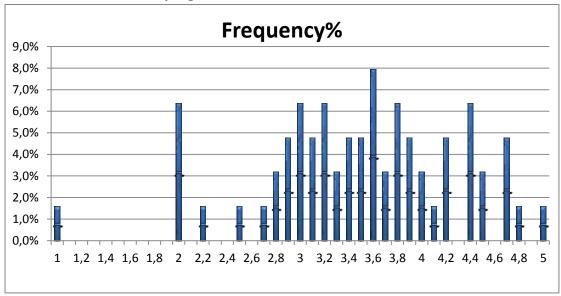


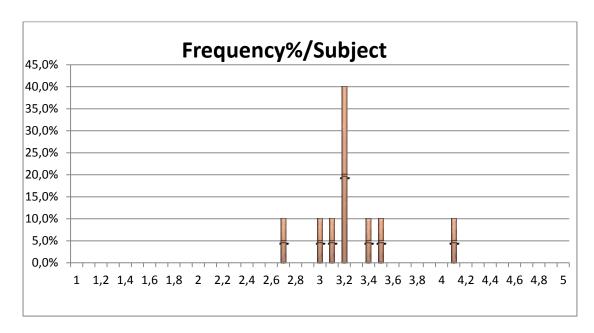
Question 14: Transparency of assessment criteria\*



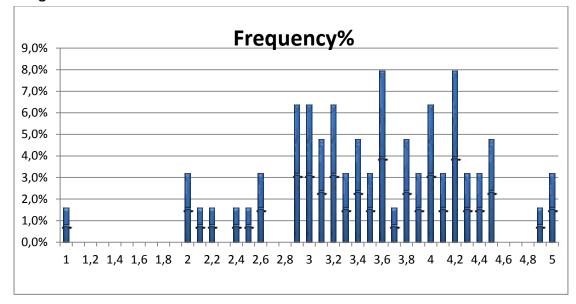


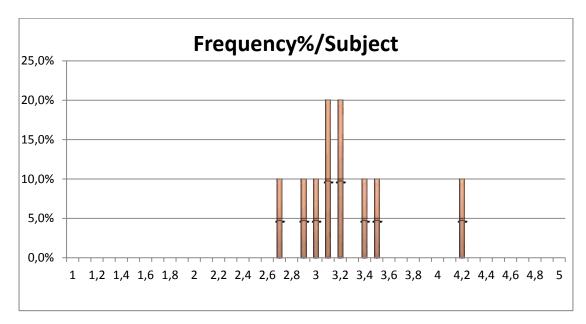
Question 15: Was the topic given on time?



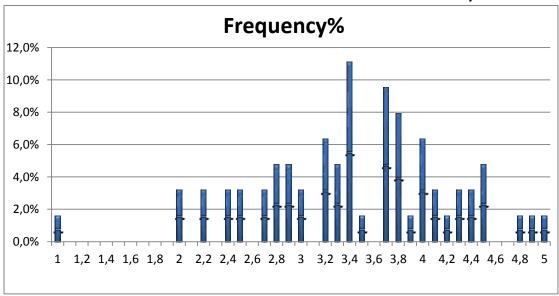


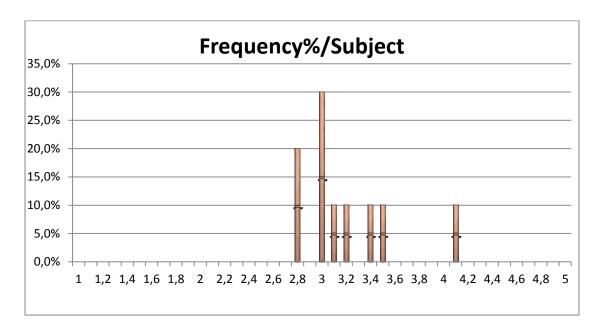
Question 16: Was the deadline for the submission or presentation of the assignments reasonable?



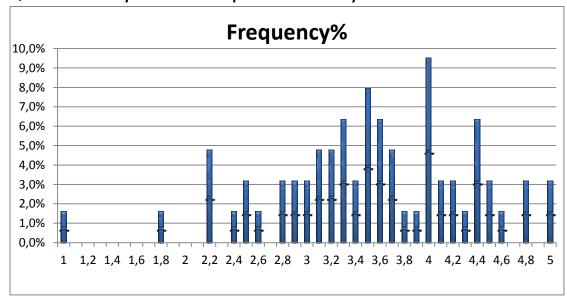


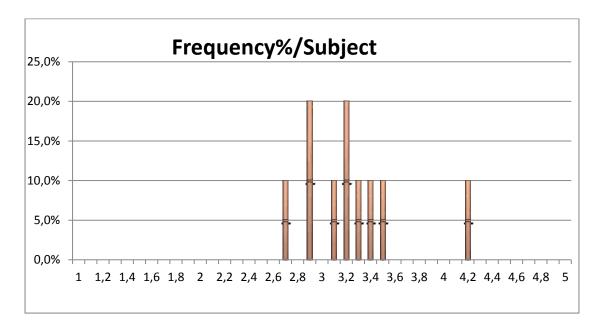
Question 17: Was there relevant research material in the School library?



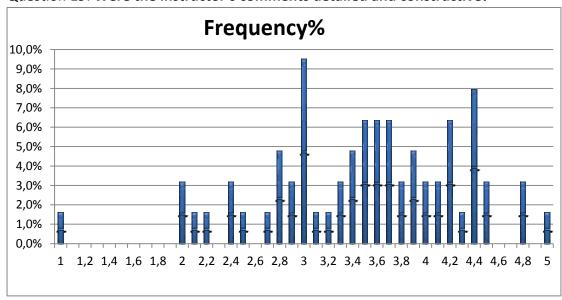


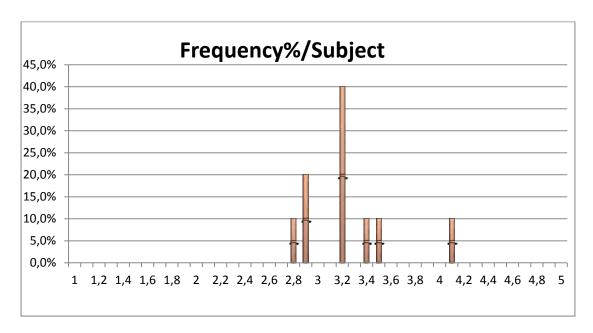
Question 18: Did you receive adequate assistance by the Instructor?



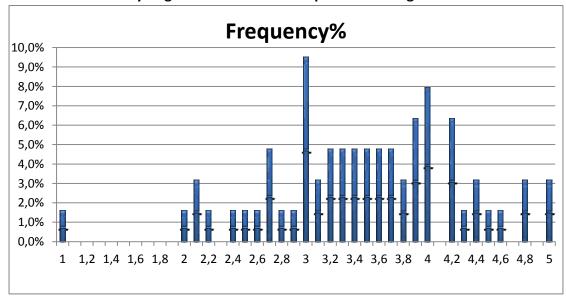


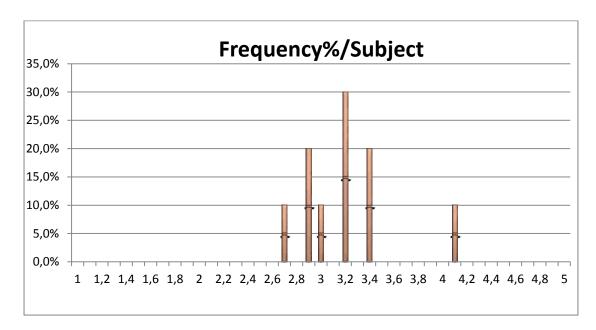
Question 19: Were the Instructor's comments detailed and constructive?



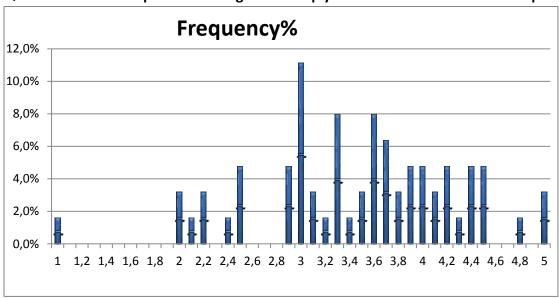


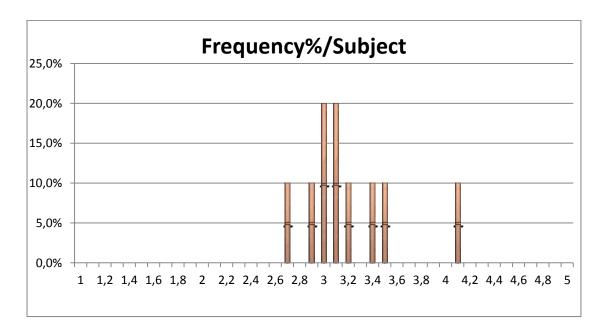
Question 20: Were you given the chance to improve the assignment?



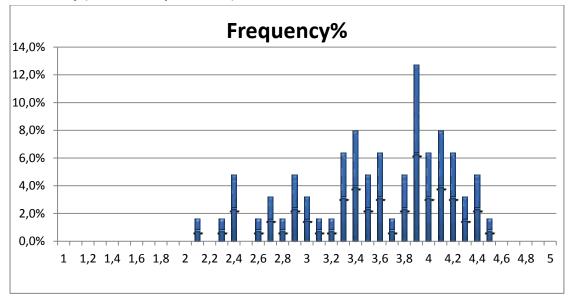


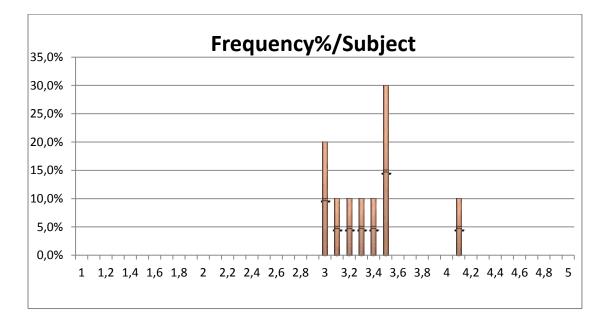
Question 21: Did the particular assignment help you understand the relevant topic?



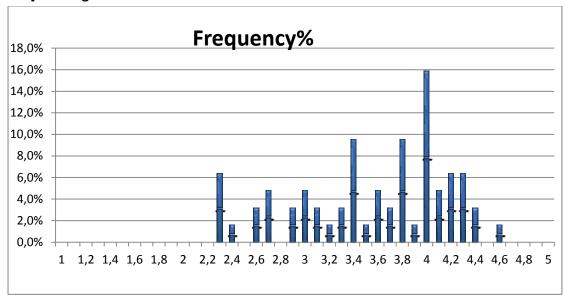


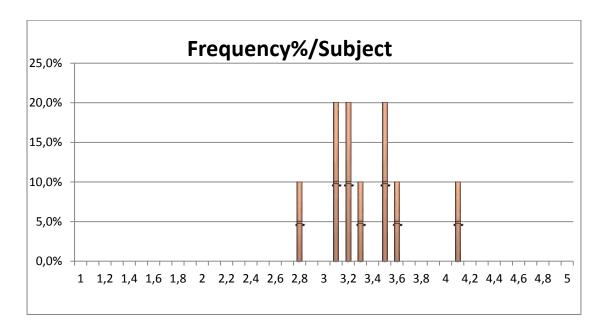
Question 22: Does the Instructor organise the material to be taught in class effectively ( use of computers etc)?\*



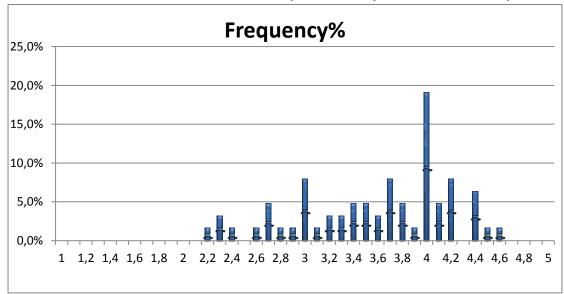


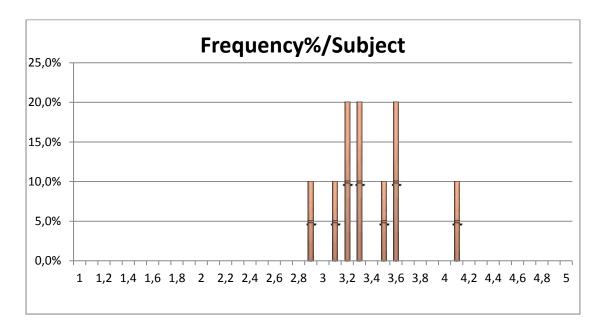
Question 23: Does the Instructor succeed in promoting student interest in the subject taught?



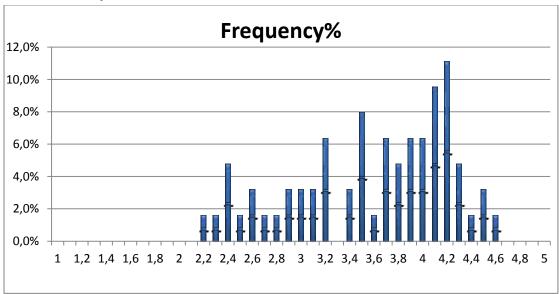


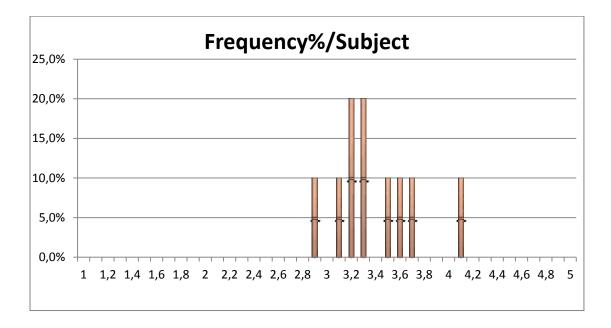
Question 24: Does the Instructor use examples to clarify ideas and obscure points?



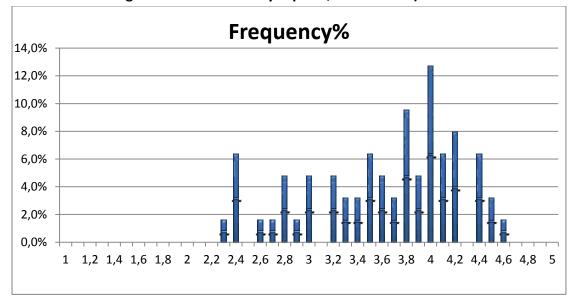


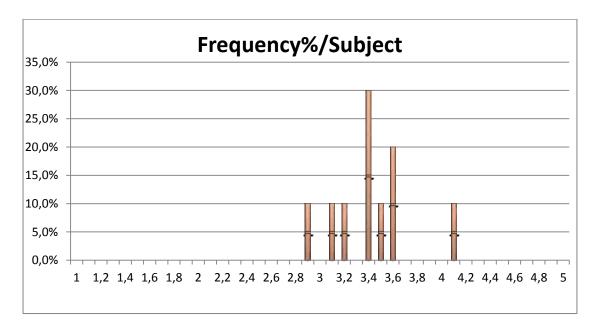
Question 25: Does the Instructor encourage Cadets to ask questions so as to further develop their critical abilities?



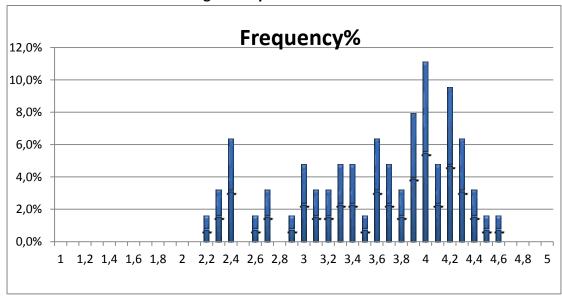


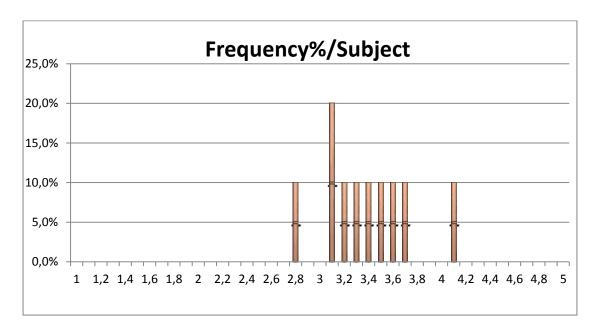
Question 26:Did the Instructor meet his/her professional obligations (punctuality, correction of assignments or laboratory reports, office hours)?



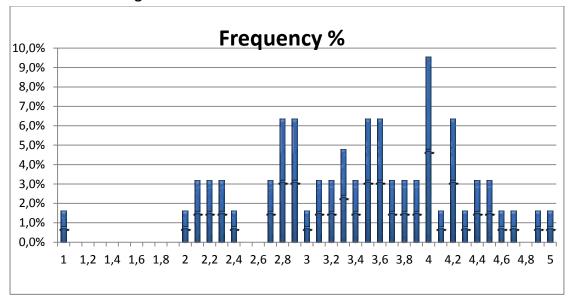


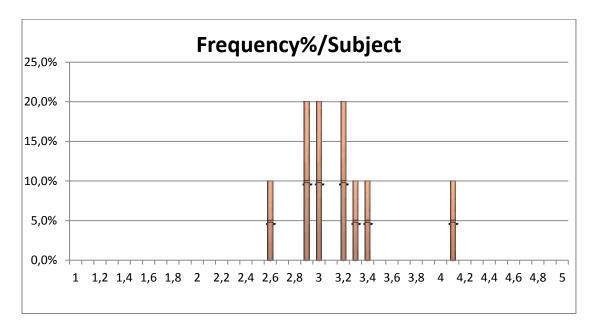
Question 27: Is the Instructor generally accessible to Cadets?



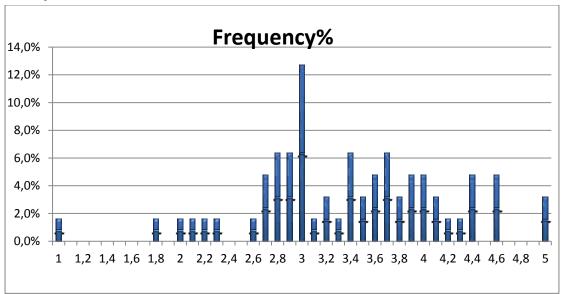


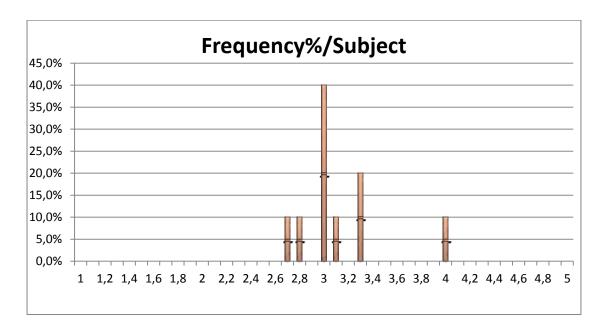
Question 28: How do you assess the Instructor's contribution to the understanding of the material taught?



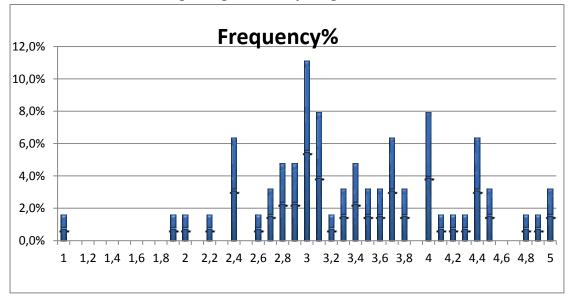


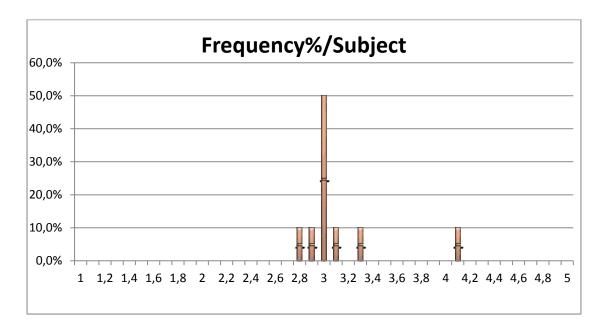
Question 29: How do you assess the level of difficulty of the laboratory in relation to its year?



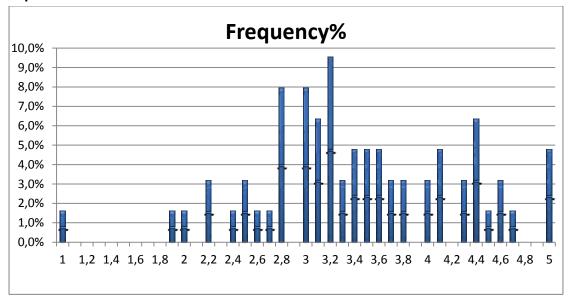


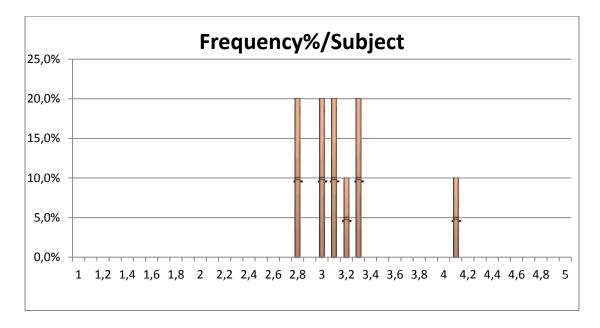
Question 30: Are notes regarding laboratory assignments sufficient?



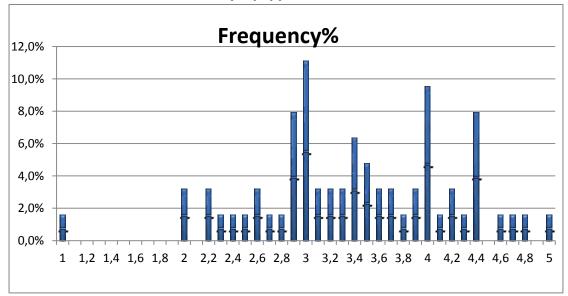


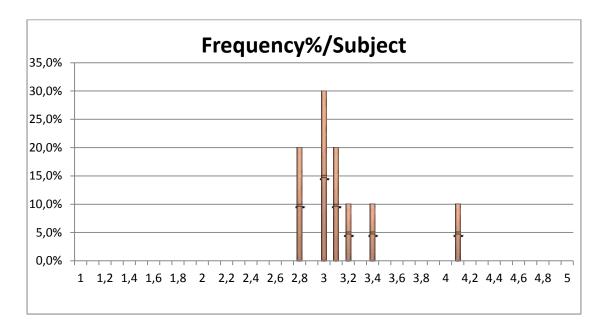
Question 31: Are basic principles of experiments and assignments clearly explained?



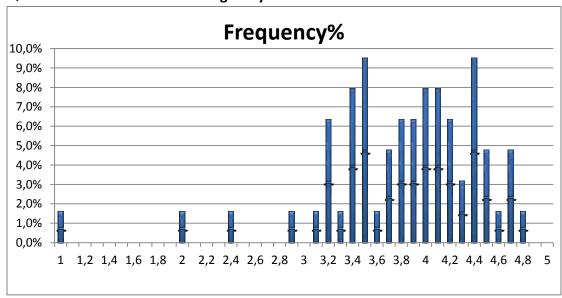


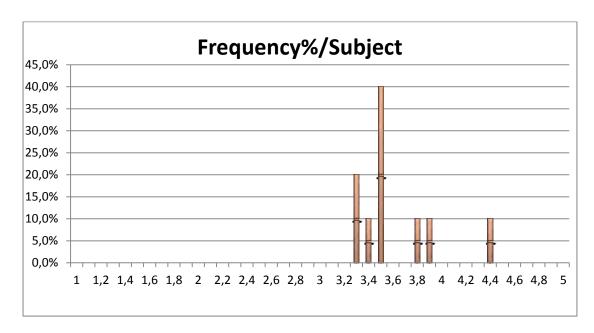
Question 32: Are laboratories fully equipped?



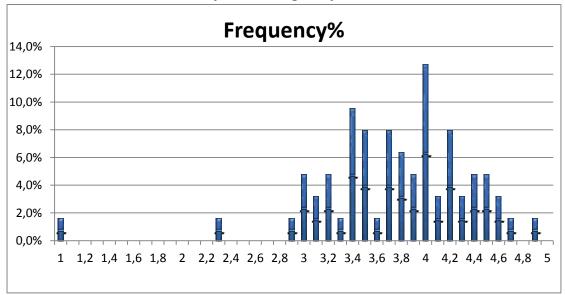


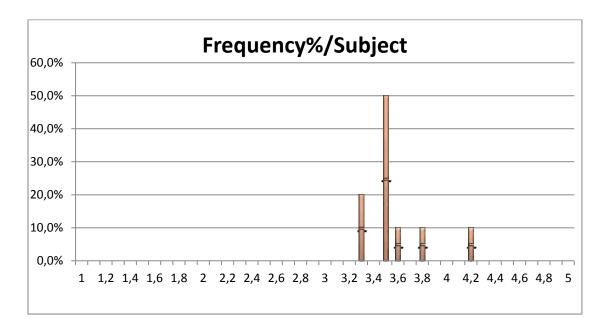
Question 33: I attend lectures regularly



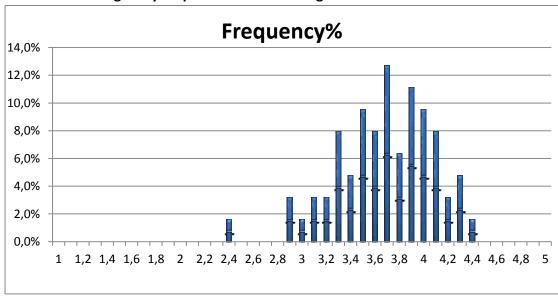


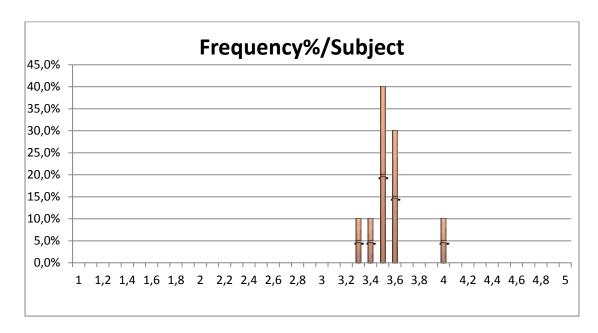
Question 34: I attend laboratory courses regularly.



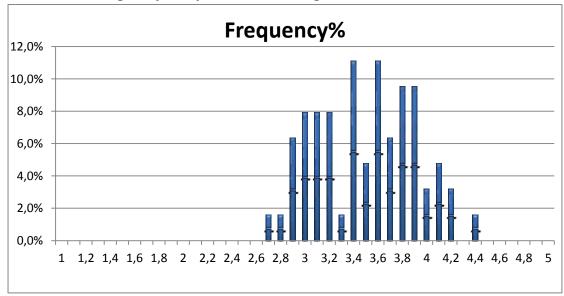


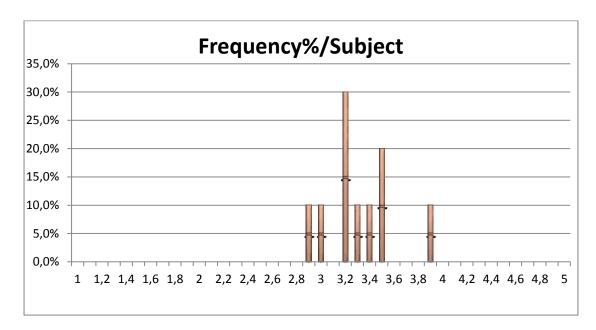
Question 35: I regularly respond to written assignments and exercises.



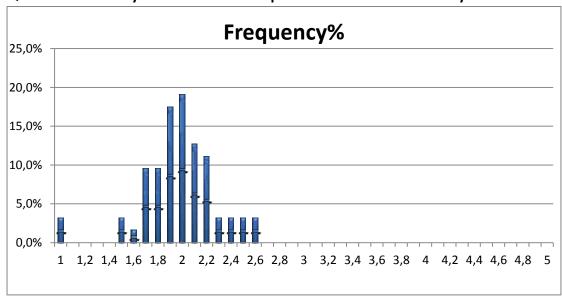


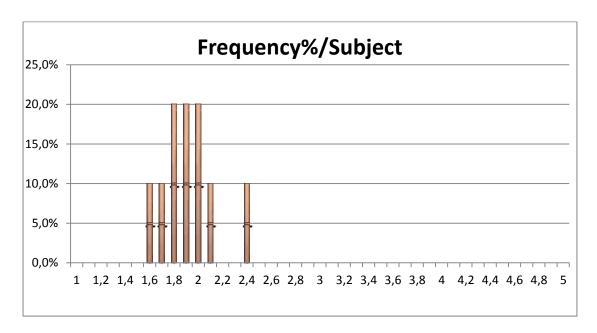
Question 36: I regularly study the material taught.





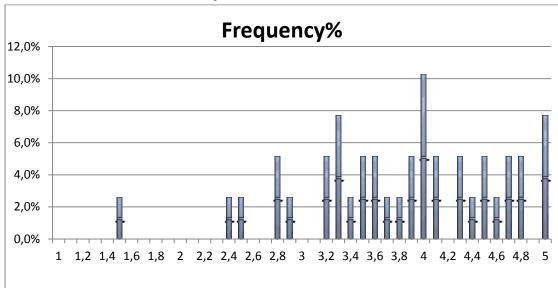
Question 37: I study the material of the particular course on a weekly basis.

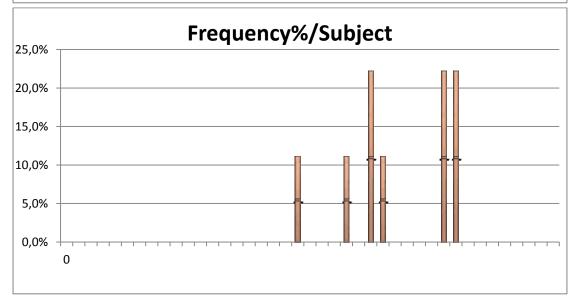




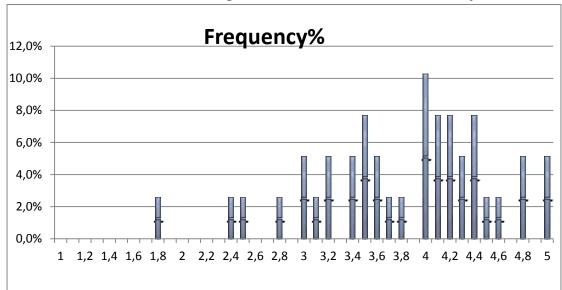
## 10.3. 3<sup>rd</sup> Semester

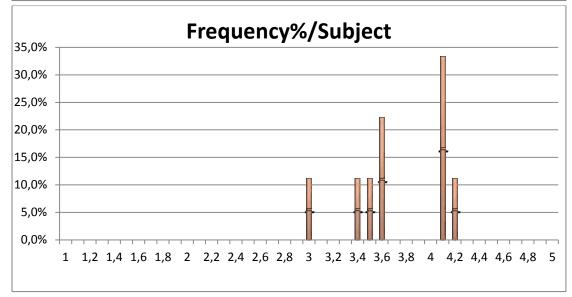
Question 1: Were the course objectives clear?\*



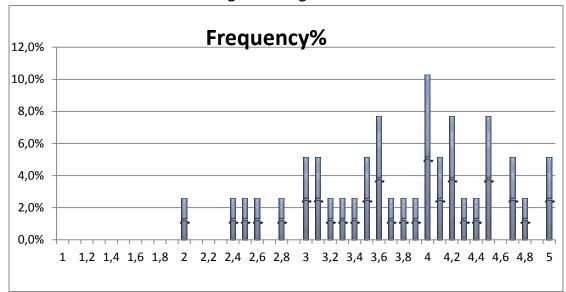


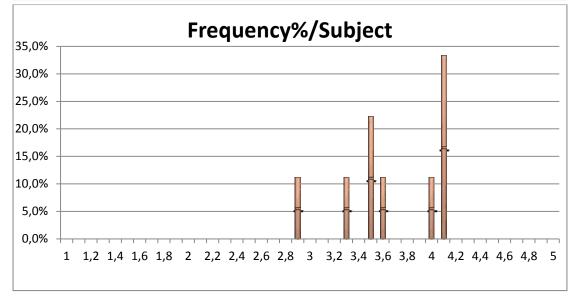
Question 2: Was the material taught in accordance with the course objectives?



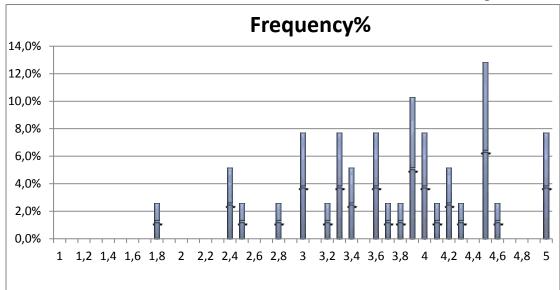


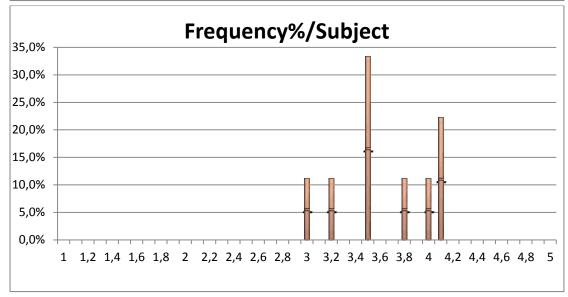
Question 3: Was the material taught well organised?



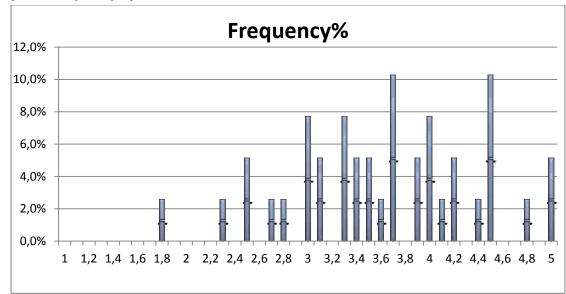


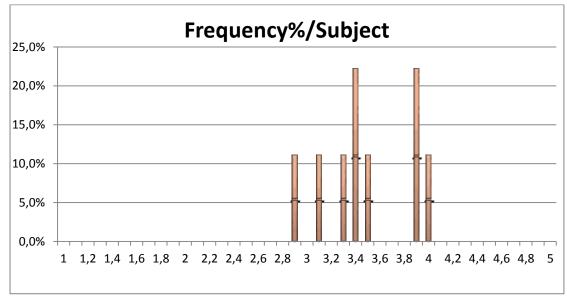
Question 4: Did the educational aids used facilitate course understanding?



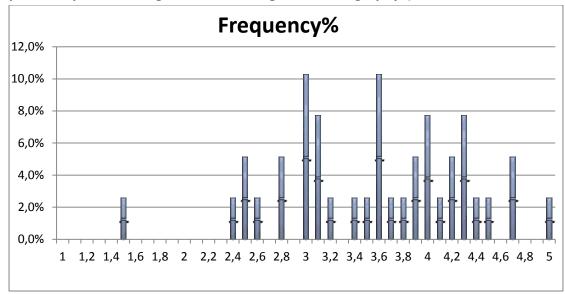


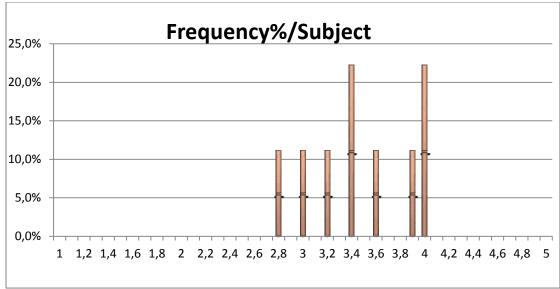
Question 5: Were the educational aids (textbooks, notes, additional bibliography) provided promptly?



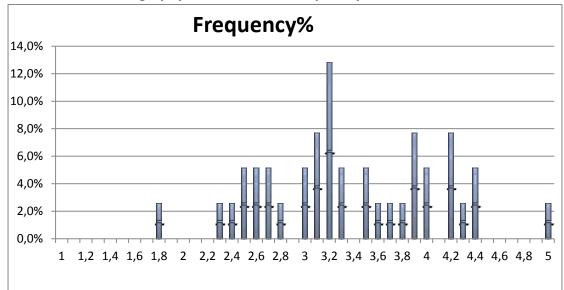


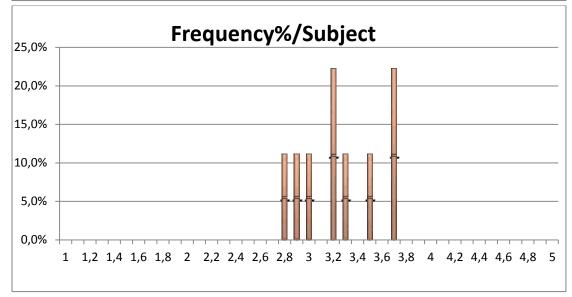
Question 6: Do you consider the main textbook(s) or notes satisfactory (do they provide up-to-date, high-level knowledge and bibliography?)



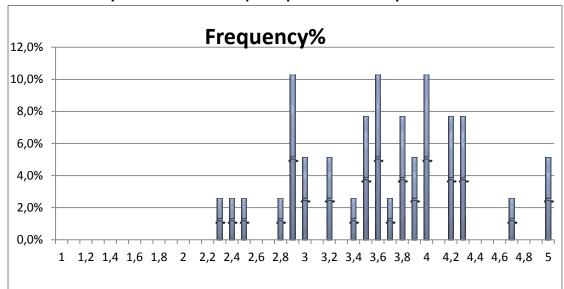


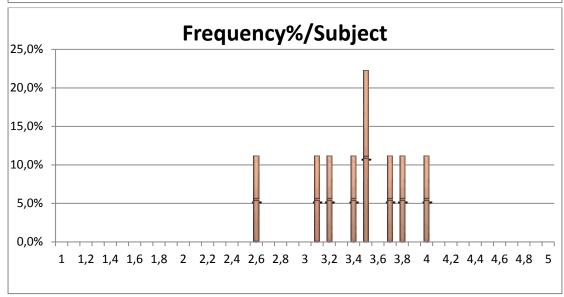
Question 7: Is bibliography in the School library easily accessible?



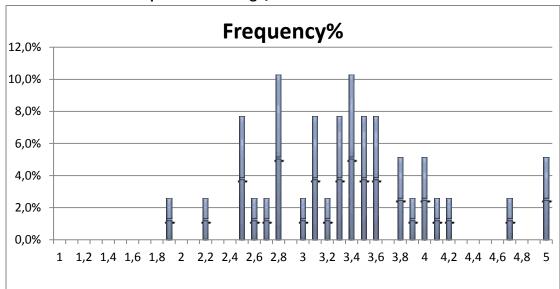


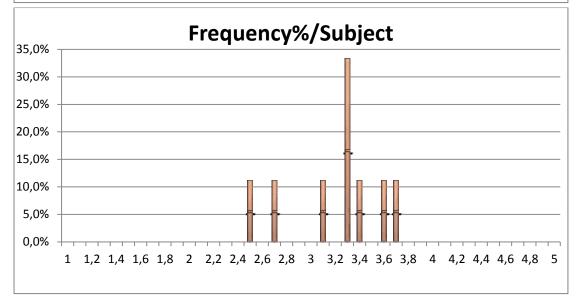
Question 8: Do you consider course prerequisites necessary?



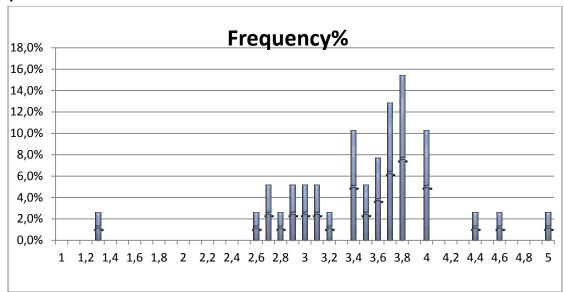


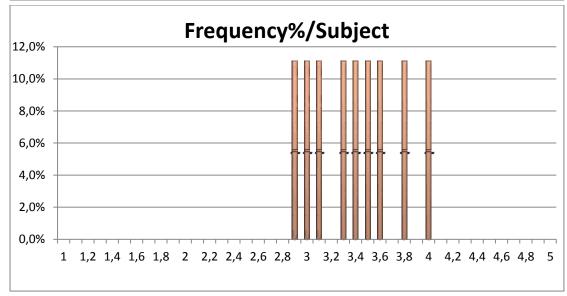
Question 9: Use of acquired knowledge/link with other courses\*



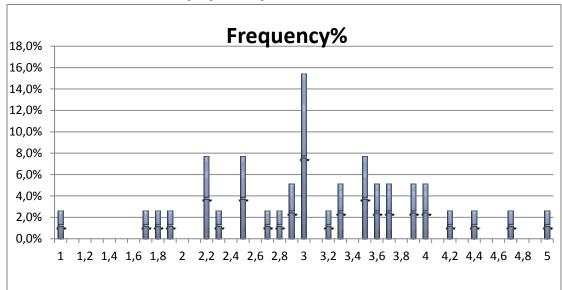


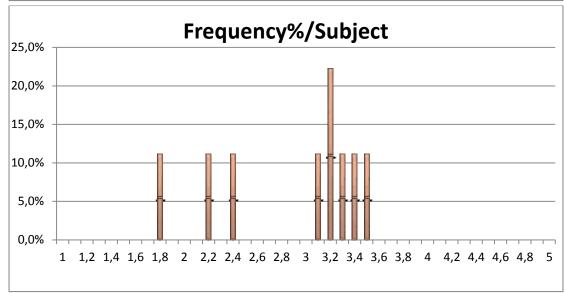
Question 10: How do you assess the level of difficulty of the course in relation to its year?



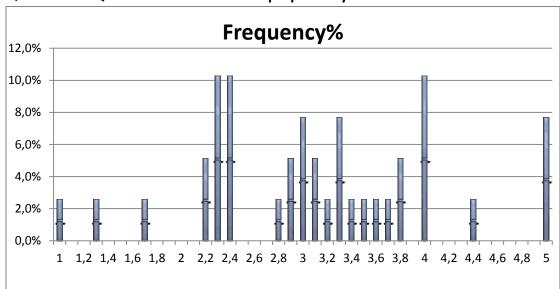


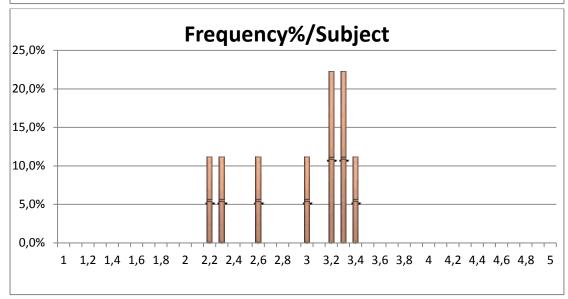
Question 11: Usefulness of preparatory courses



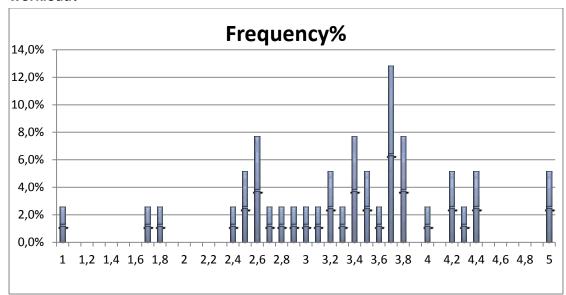


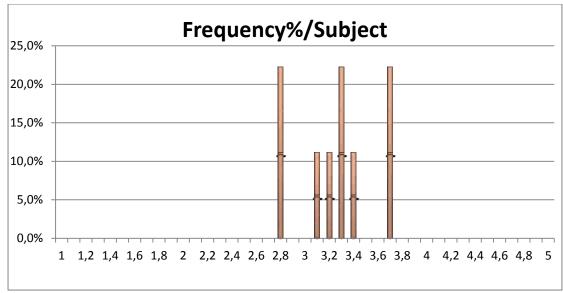
Question 12: Qualitative assessment of preparatory courses



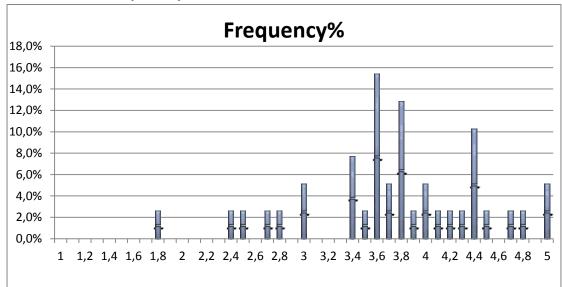


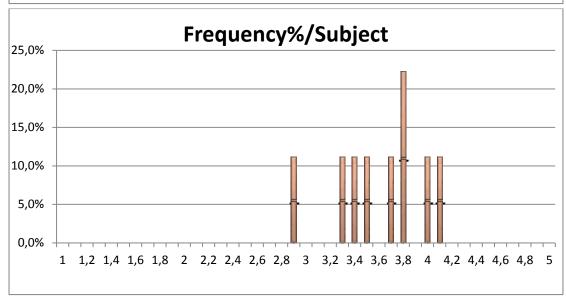
Question 13: How do you assess the number of teaching credits as regards the workload?



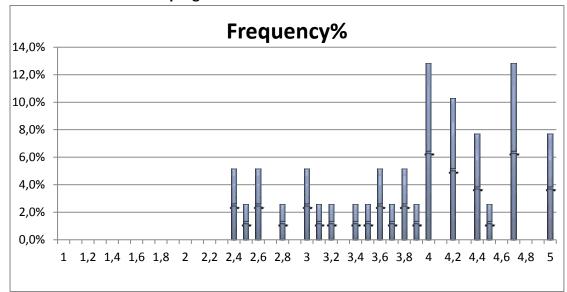


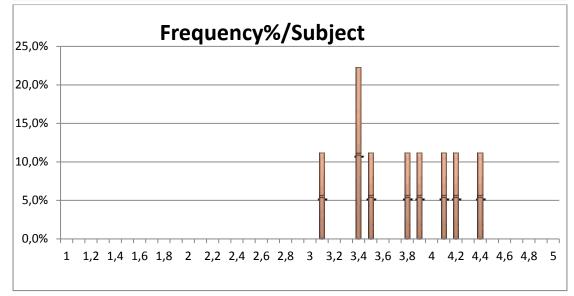
Question 14: Transparency of assessment criteria\*



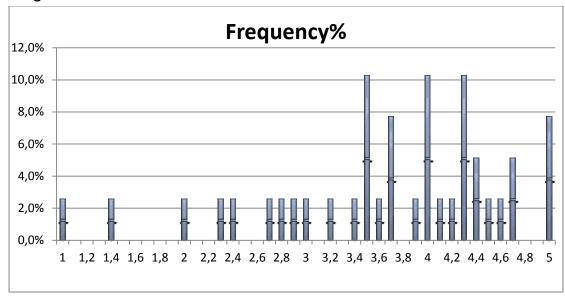


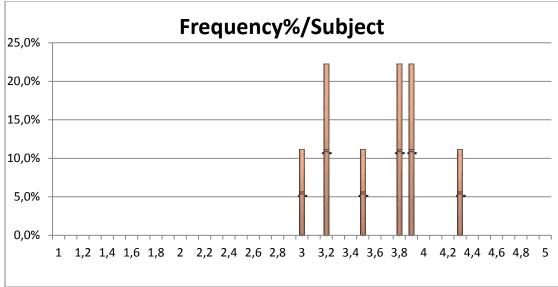
Question 15: Was the topic given on time?



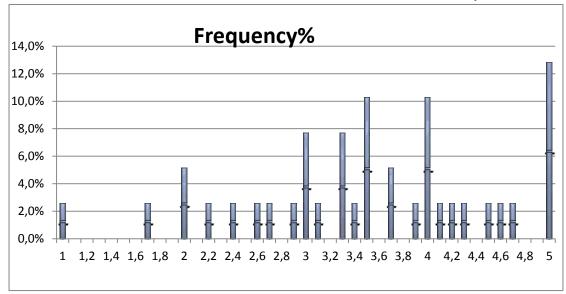


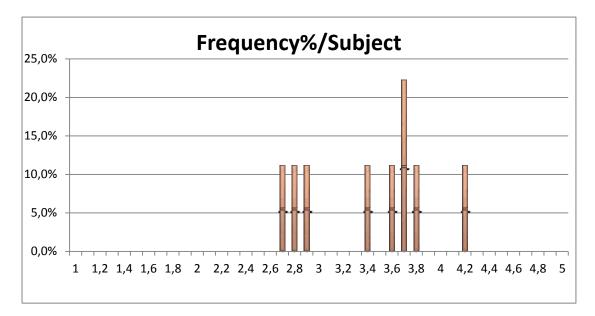
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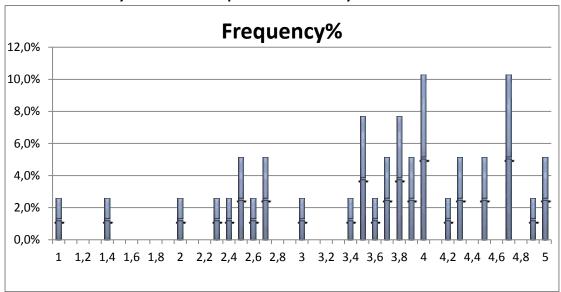


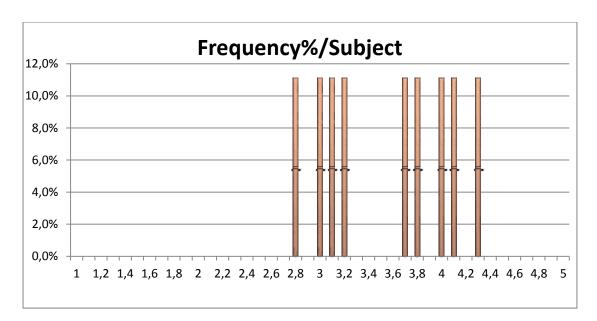
Question 17: Was there relevant research material in the School library?



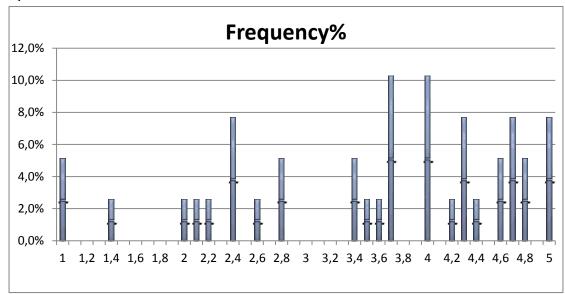


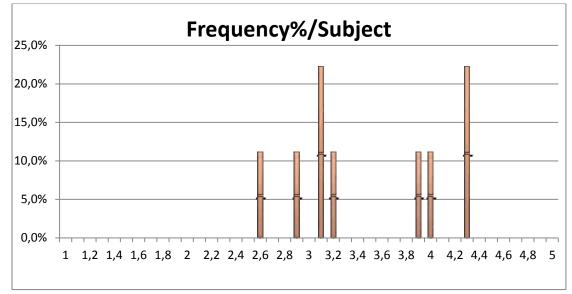
Question 18: Did you receive adequate assistance by the Instructor?



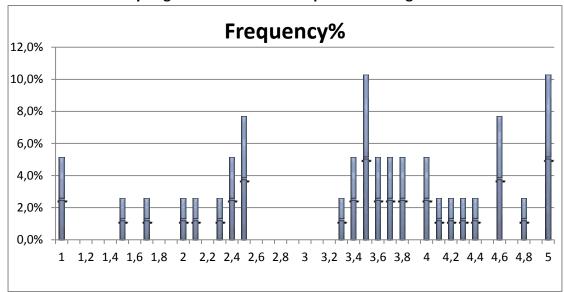


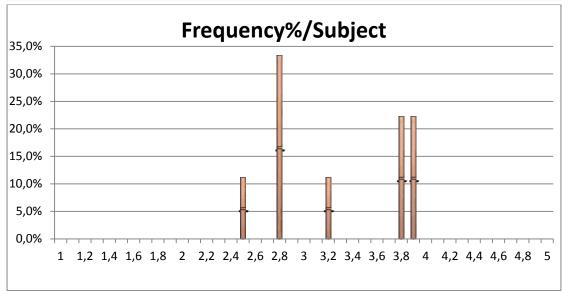
Question 19: Were the Instructor's comments detailed and constructive?



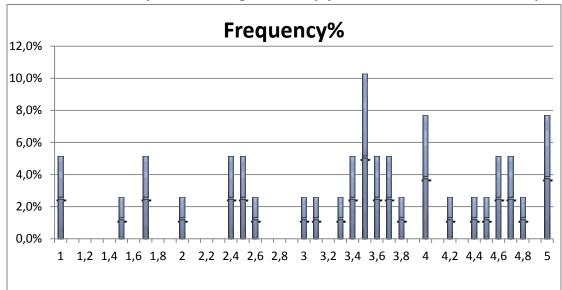


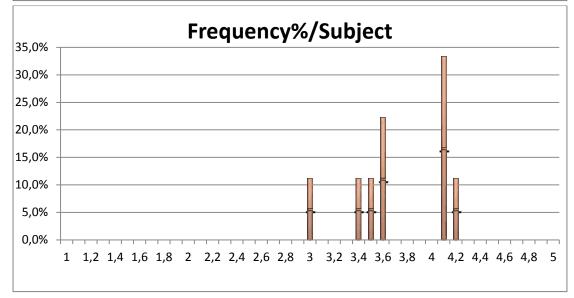
Question 20: Were you given the chance to improve the assignment?



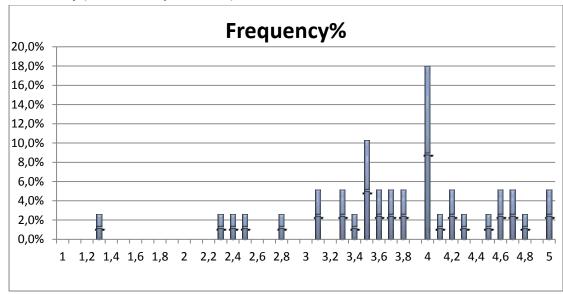


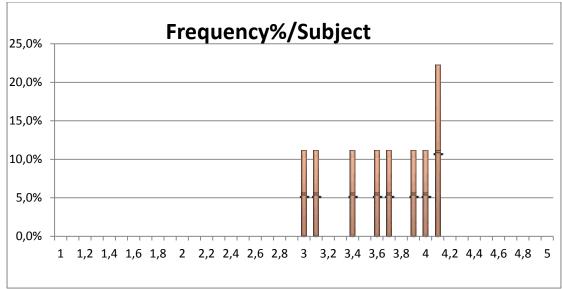
Question 21: Did the particular assignment help you understand the relevant topic?



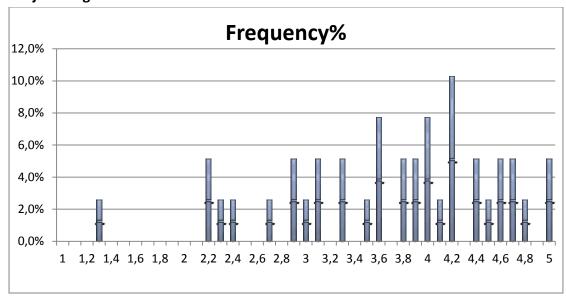


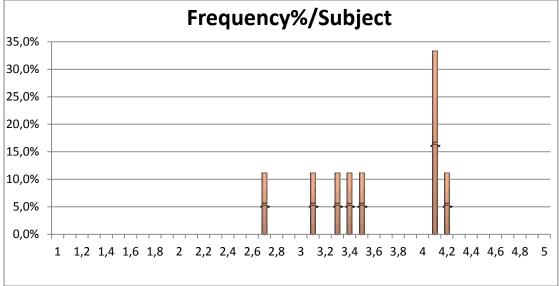
Question 22: Does the Instructor organise the material to be taught in class effectively ( use of computers etc)?\*



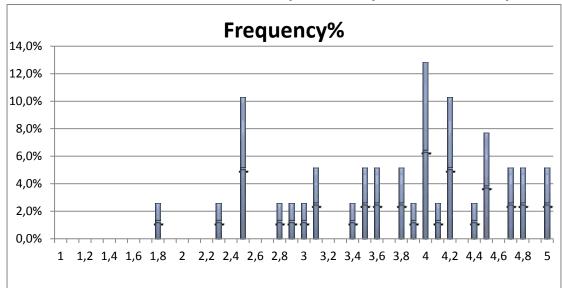


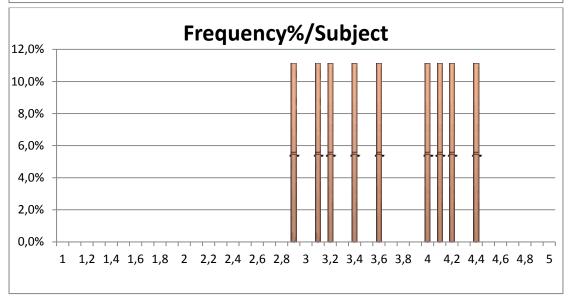
Question 23: Does the Instructor succeed in promoting student interest in the subject taught?



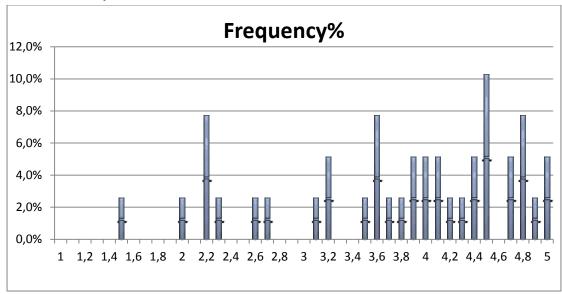


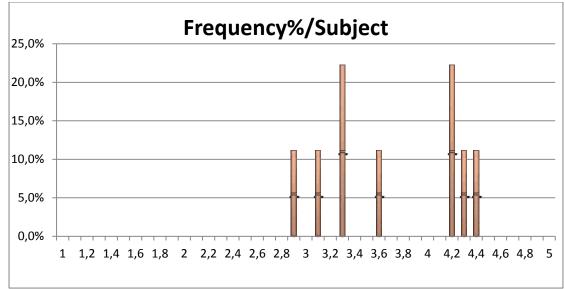
Question 24: Does the Instructor use examples to clarify ideas and obscure points?



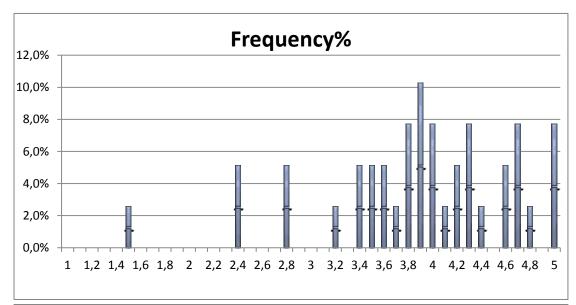


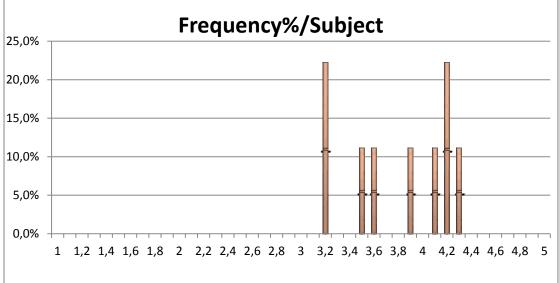
Question 25: Does the Instructor encourage Cadets to ask questions so as to further develop their critical abilities?



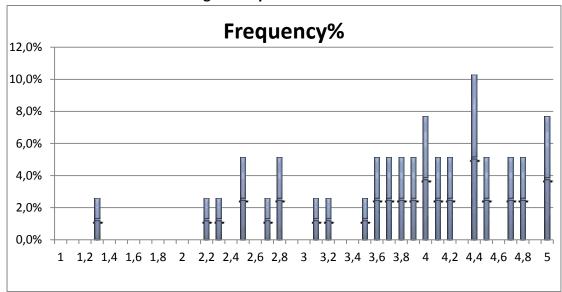


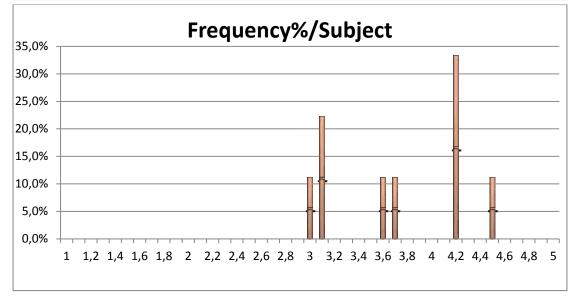
Question 26: Did the Instructor meet his/her professional obligations (punctuality, correction of assignments or laboratory reports, office hours)?



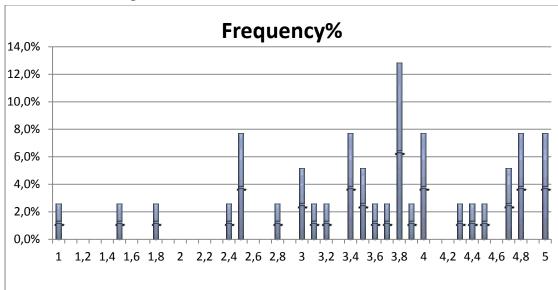


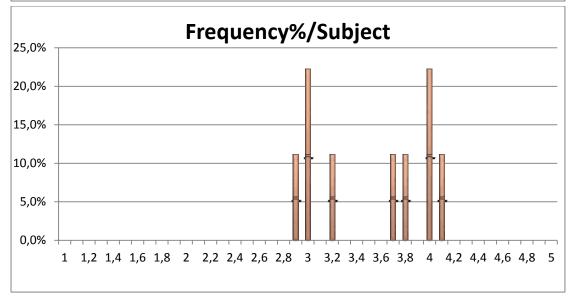
Question 27: Is the Instructor generally accessible to Cadets?



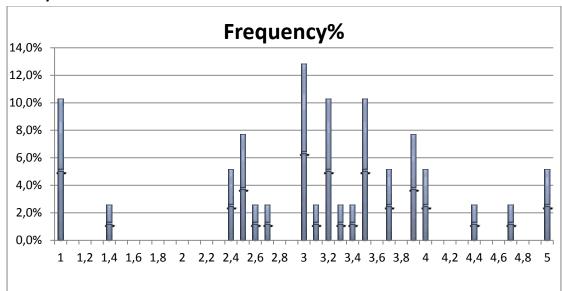


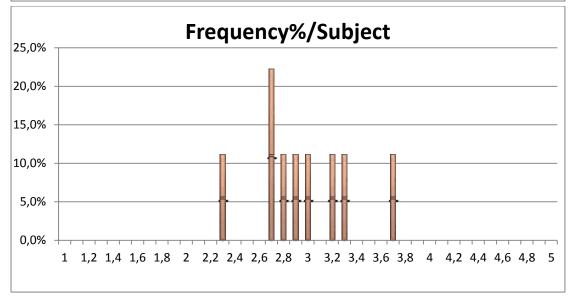
Question 28: How do you assess the Instructor's contribution to the understanding of the material taught?



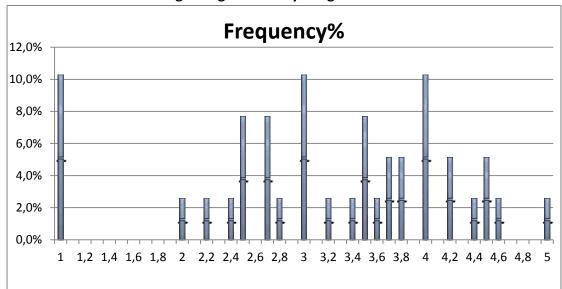


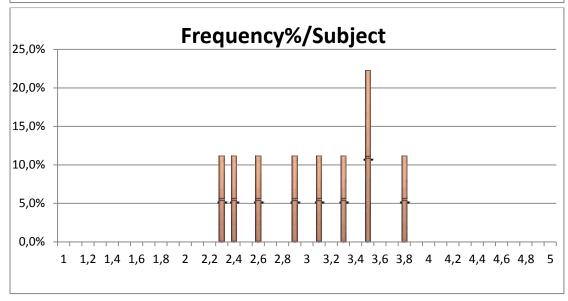
Question 29: How do you assess the level of difficulty of the laboratory in relation to its year?



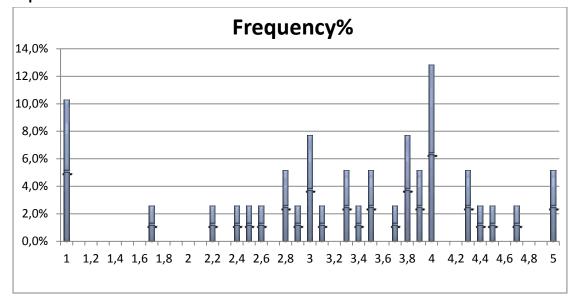


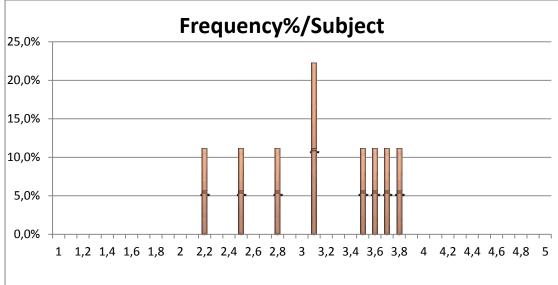
Question 30: Are notes regarding laboratory assignments sufficient?



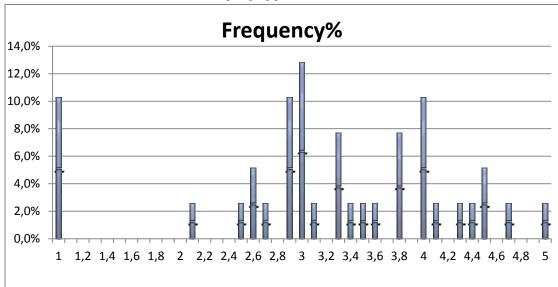


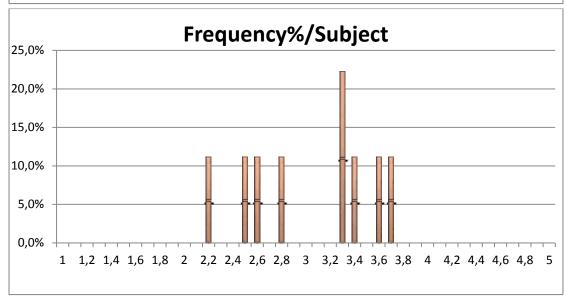
Question 31: Are basic principles of experiments and assignments clearly explained?



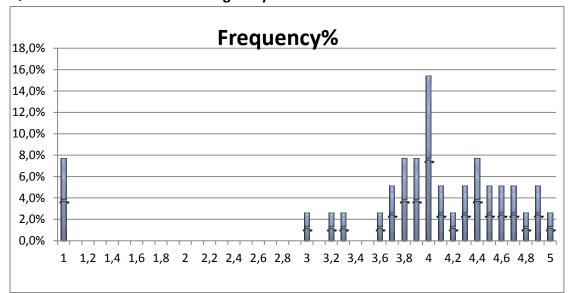


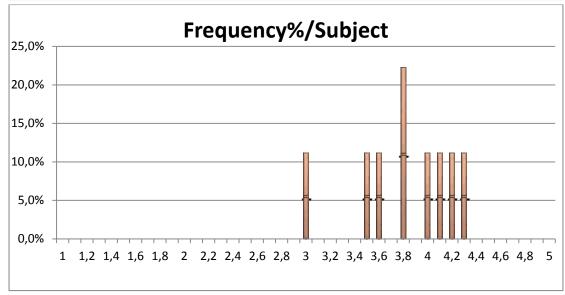
Question 32: Are laboratories fully equipped?



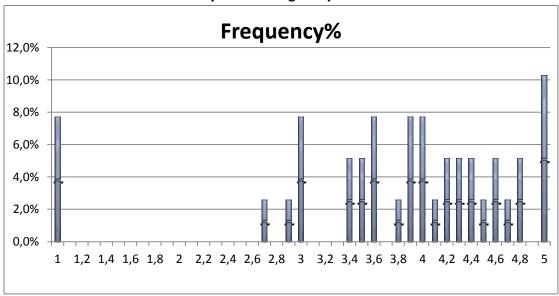


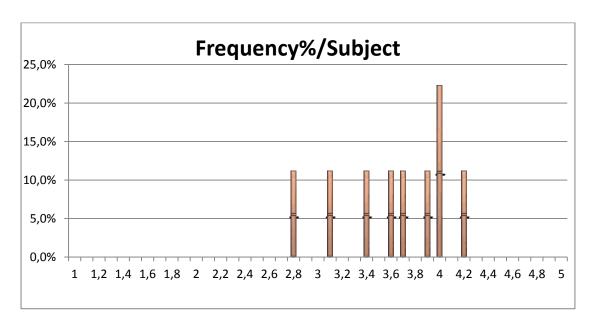
Question 33: I attend lectures regularly



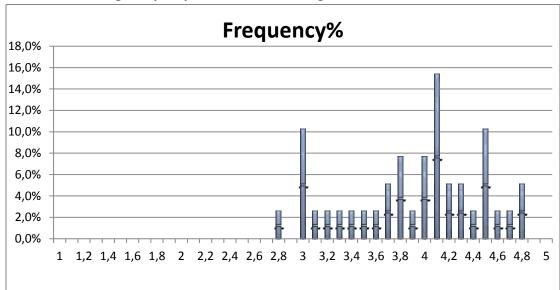


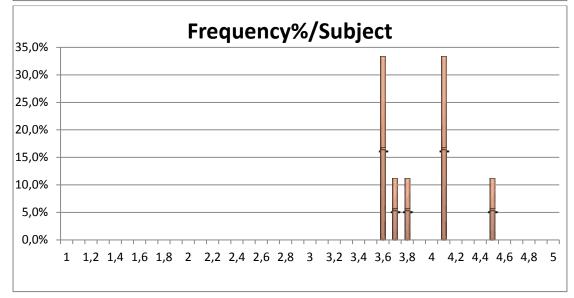
Question 34: I attend laboratory courses regularly.



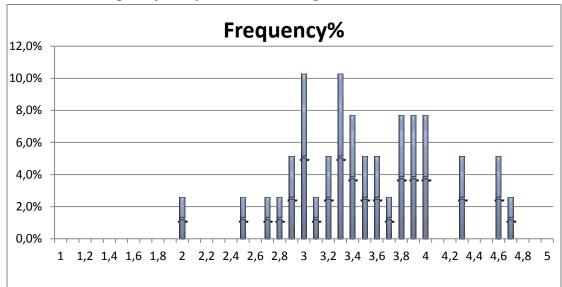


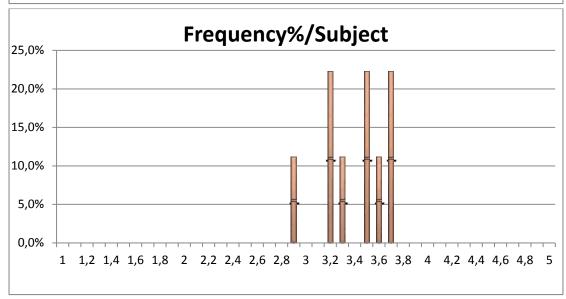
Question 35: I regularly respond to written assignments and exercises.



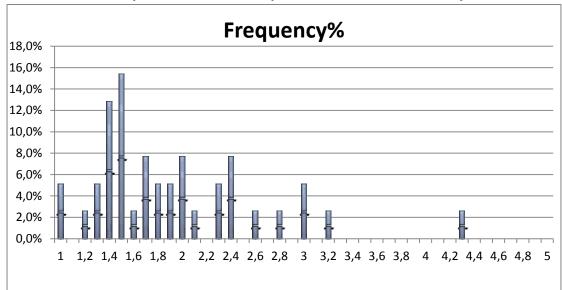


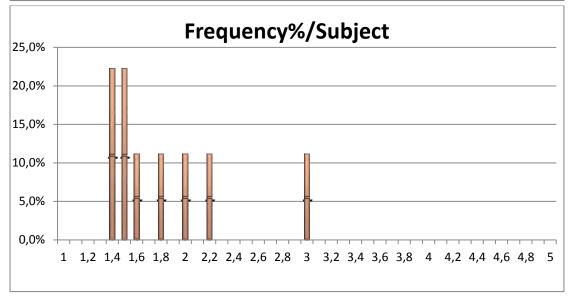
Question 36: I regularly study the material taught.





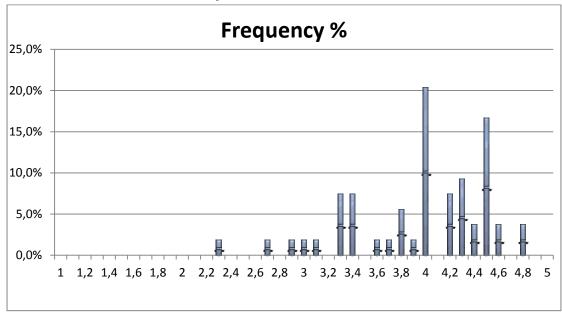
Question 37: I study the material of the particular course on a weekly basis.

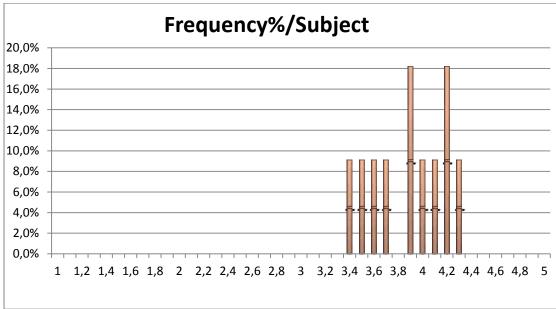




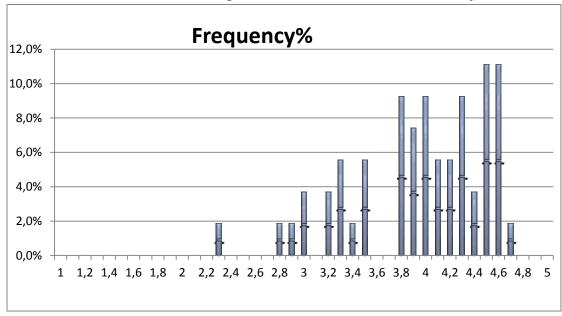
## 10.4. 4<sup>th</sup> Semester

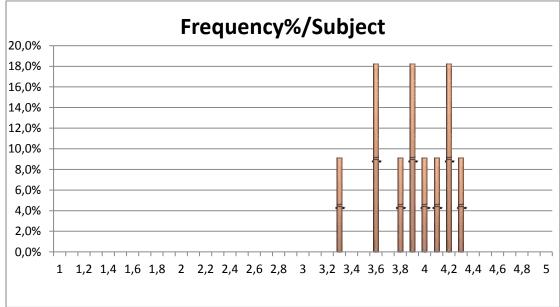
Question 1: Were the course objectives clear?\*



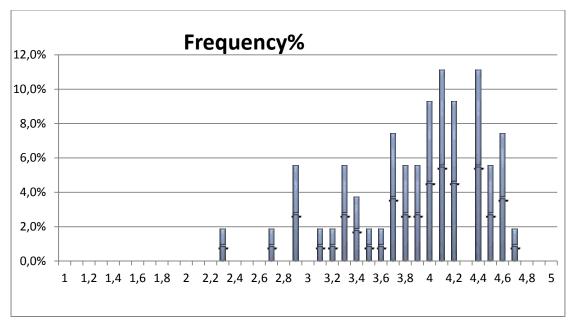


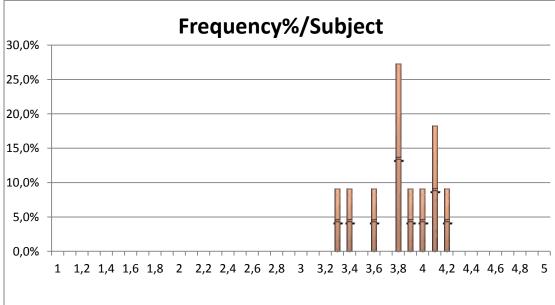
Question 2: Was the material taught in accordance with the course objectives?



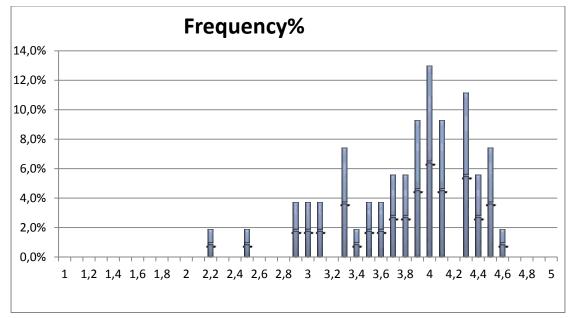


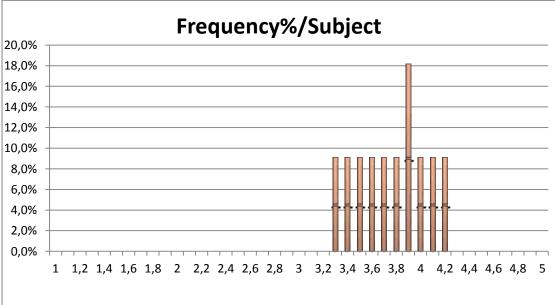
Question 3: Was the material taught well organised?



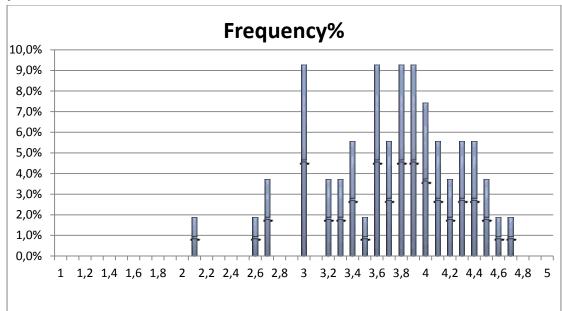


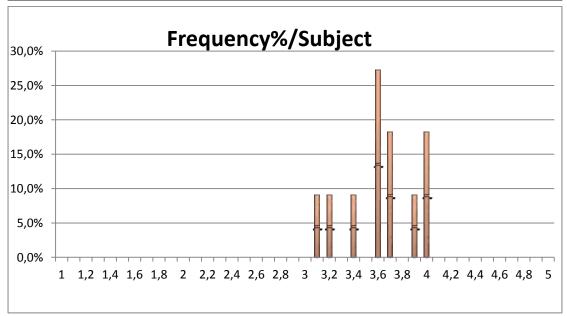
Question 4: Did the educational aids used assist the better understanding of the course?



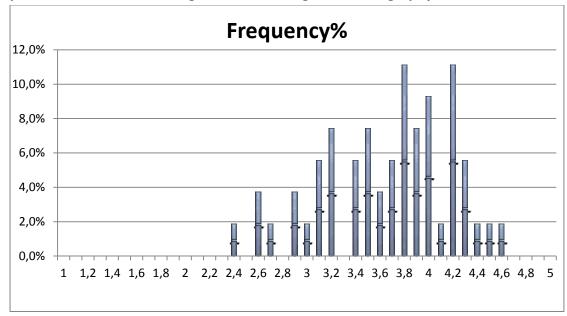


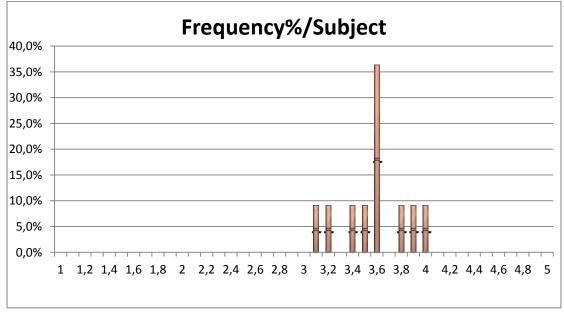
Question 5: Were the educational aids (textbook, notes, additional bibliography) provided in time?



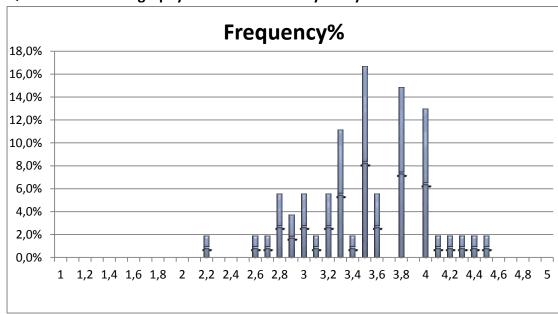


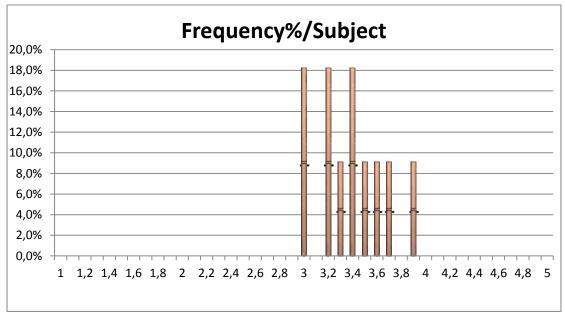
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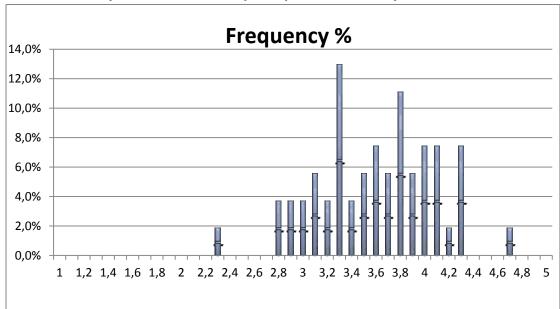


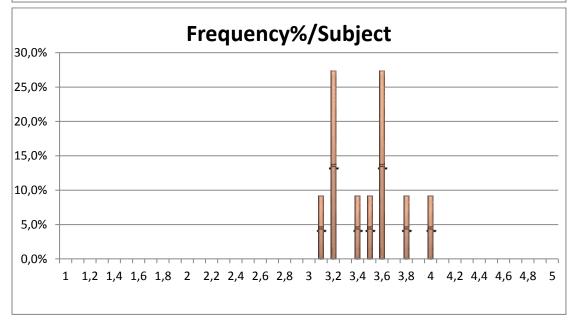
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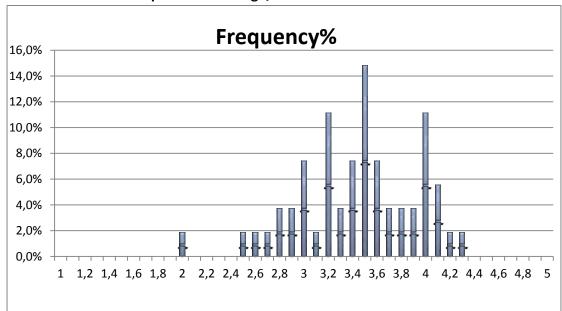


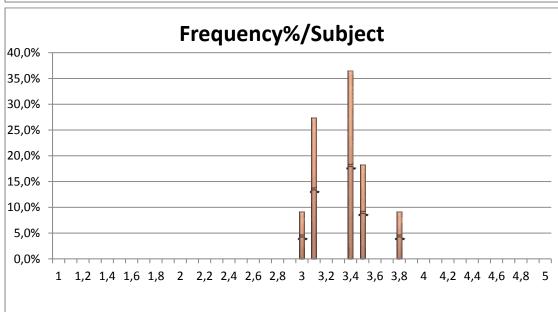
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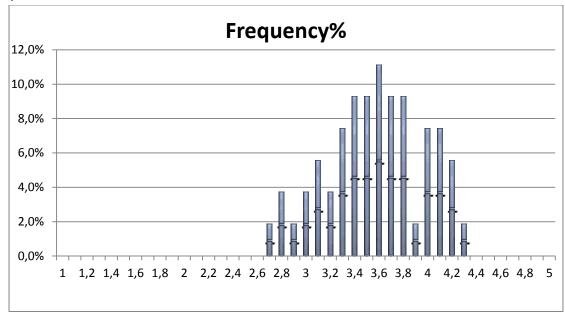


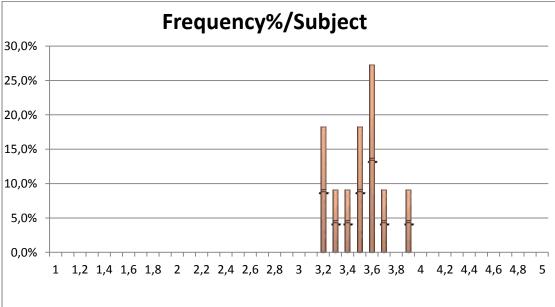
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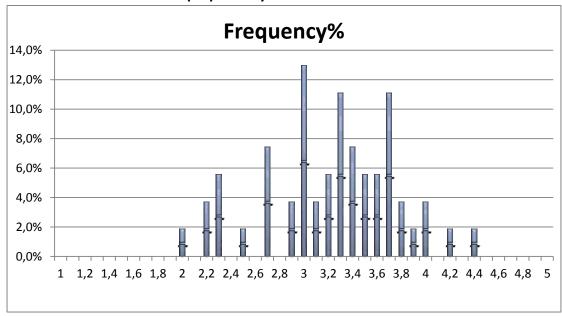


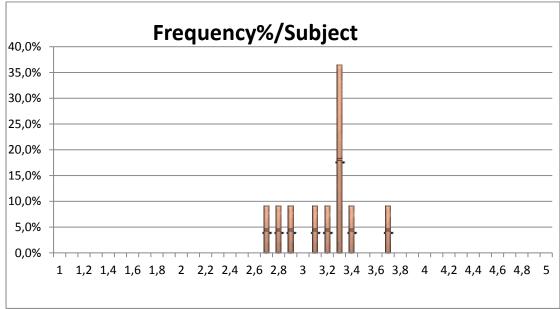
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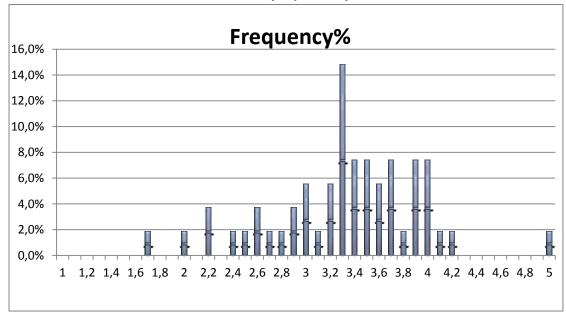


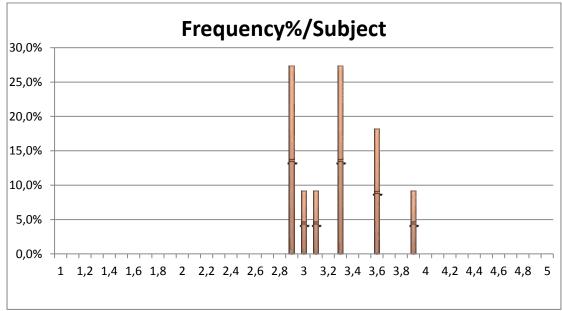
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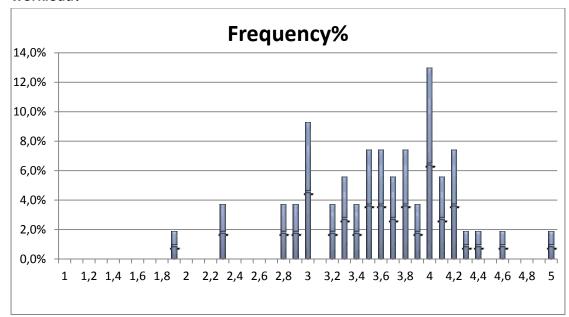


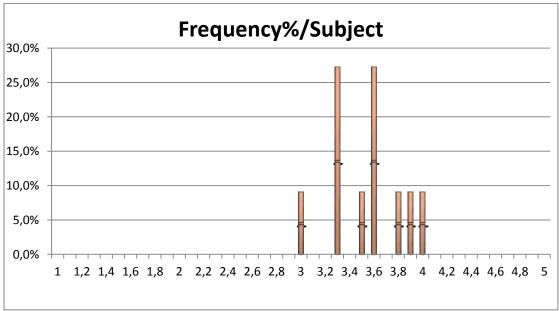
Question 12: Qualitative assessment of preparatory courses



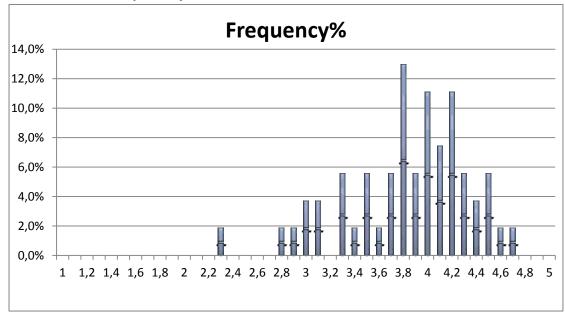


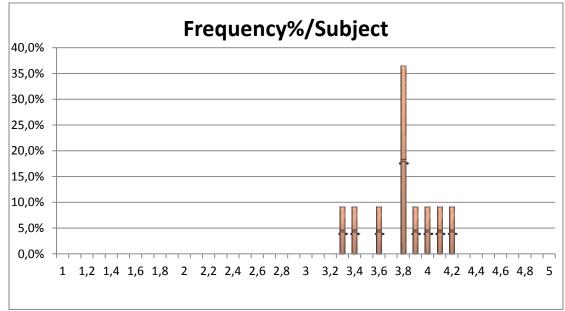
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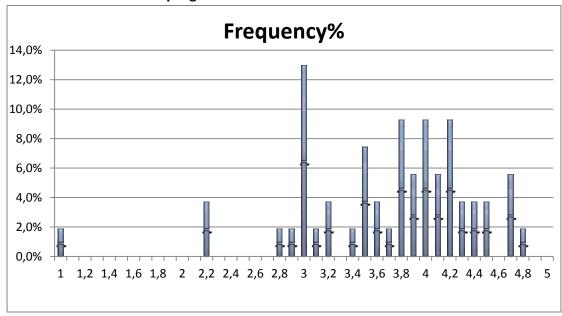


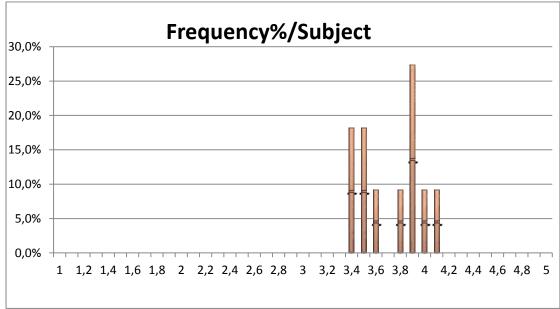
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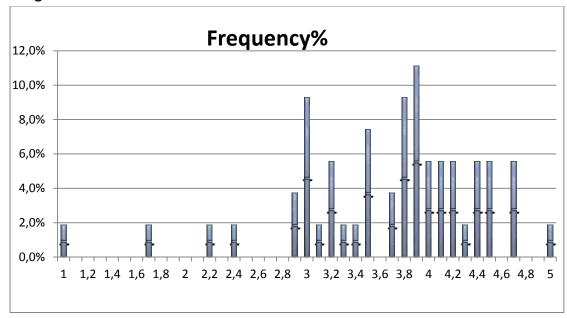


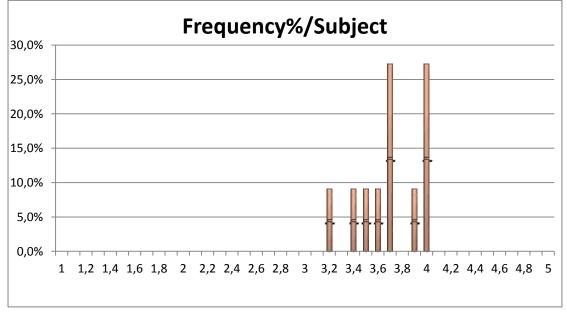
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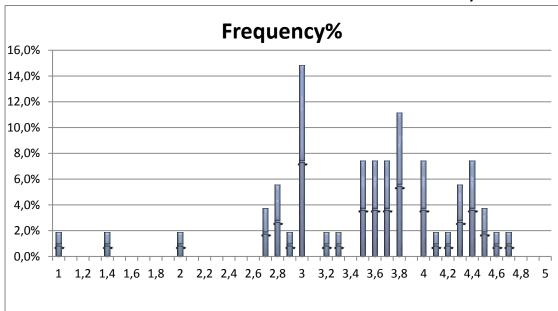


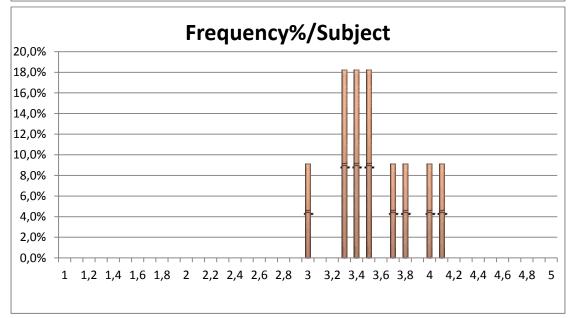
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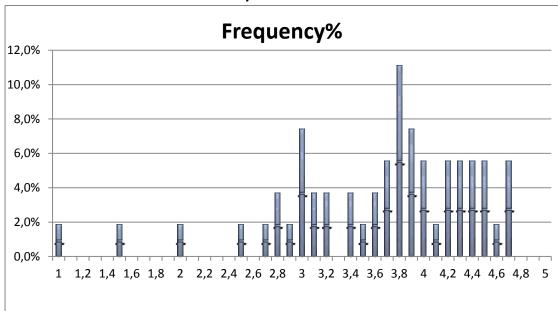


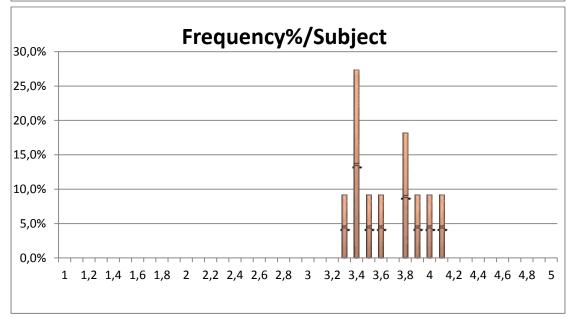
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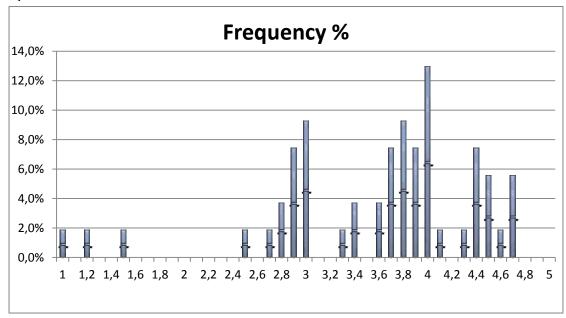


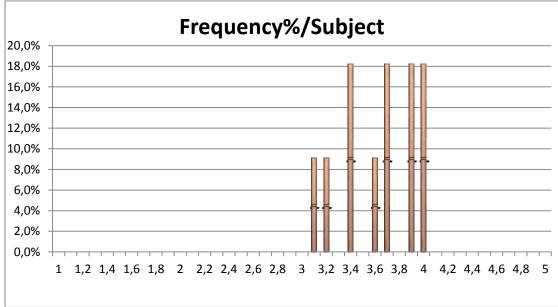
Question 18: Was there assistance by the Instructor?



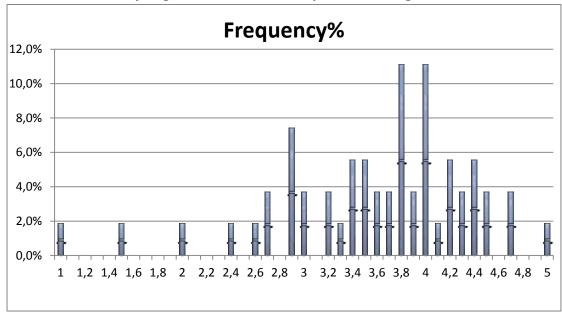


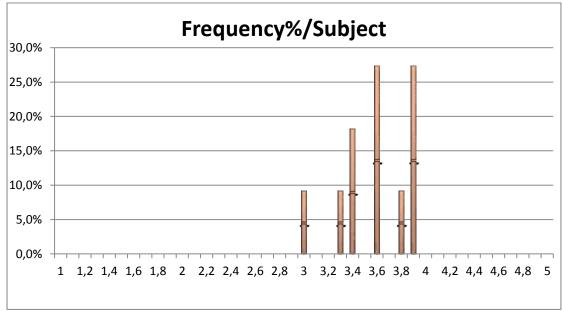
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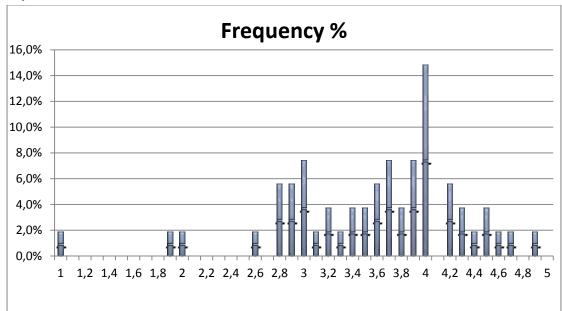


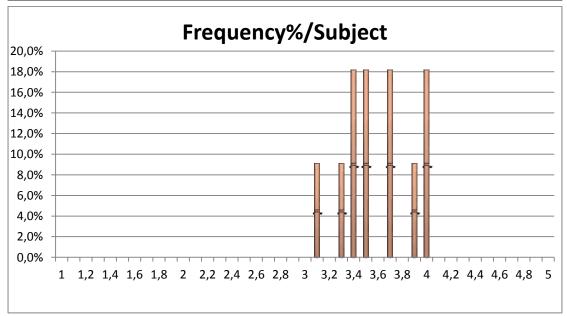
Question 20: Were you given the chance to improve the assignment?



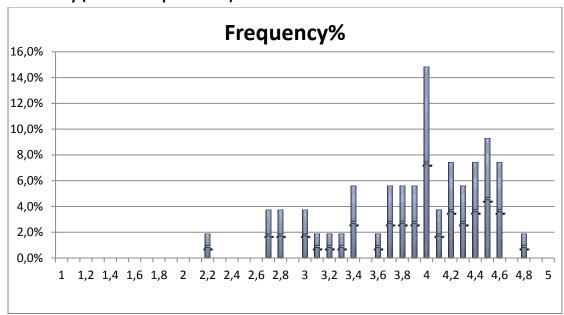


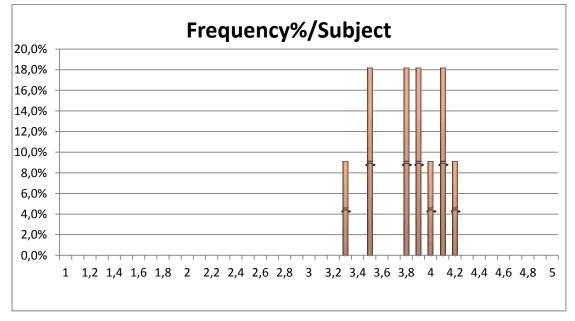
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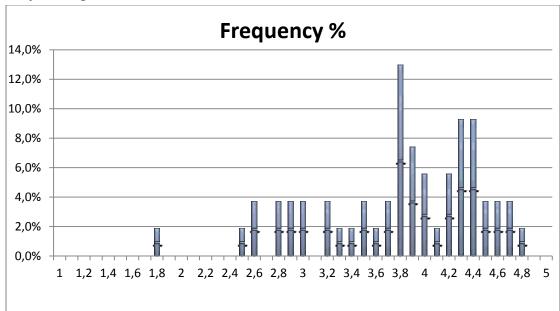


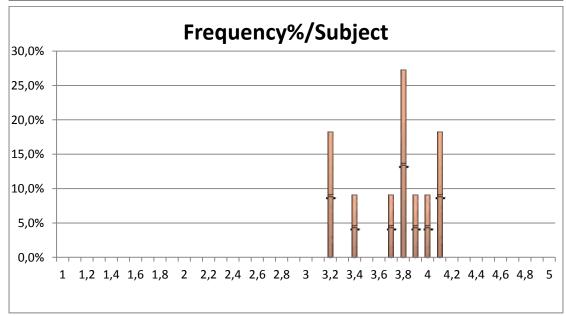
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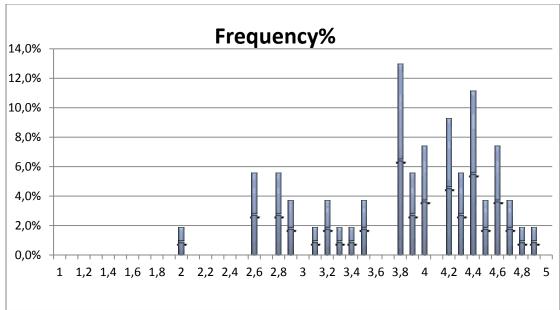


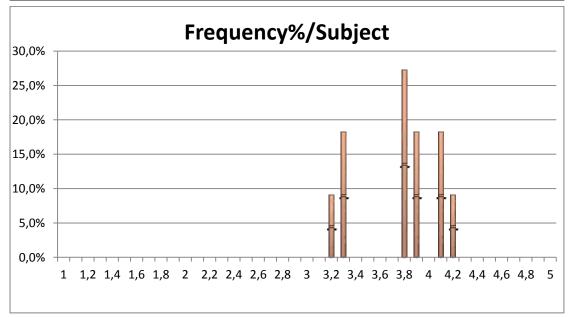
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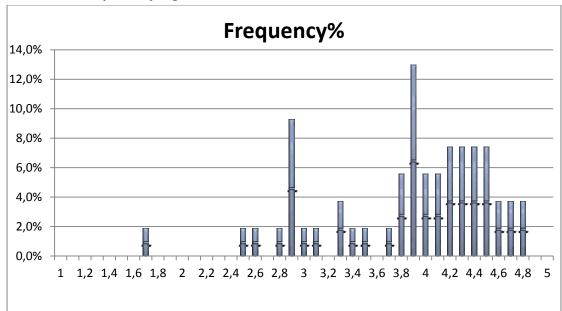


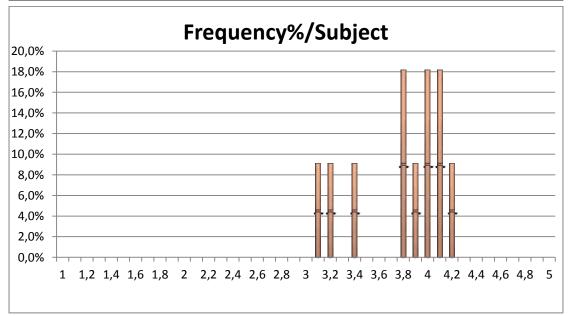
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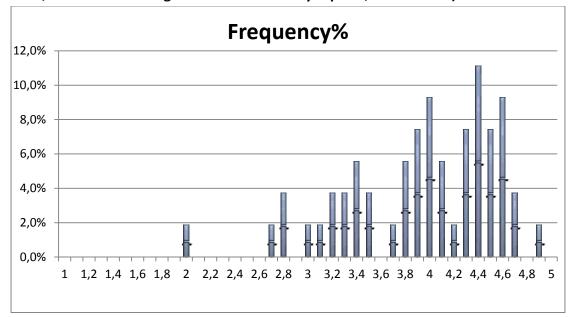


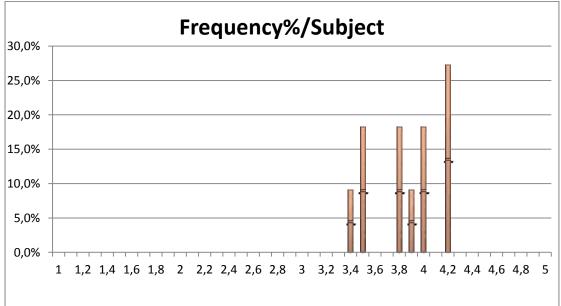
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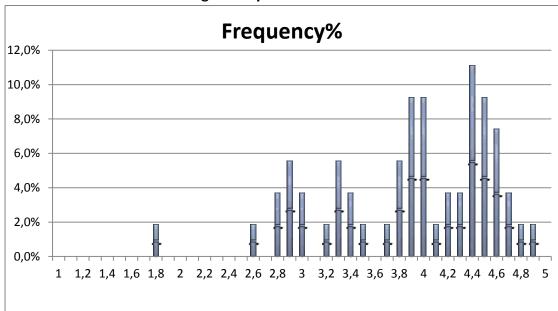


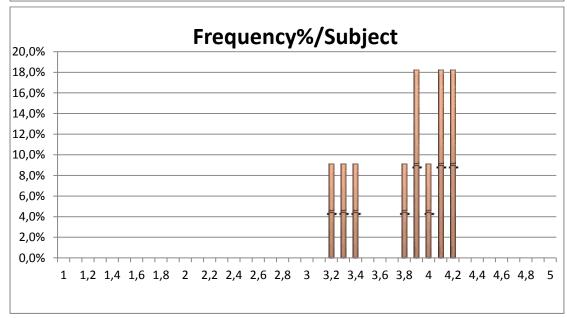
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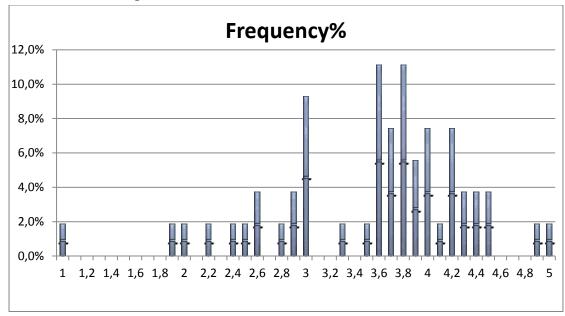


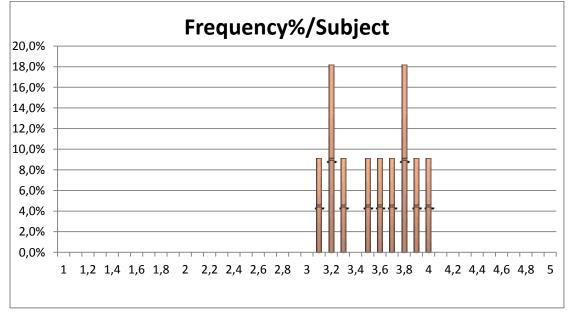
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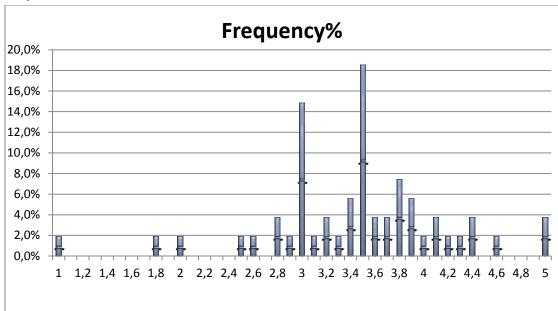


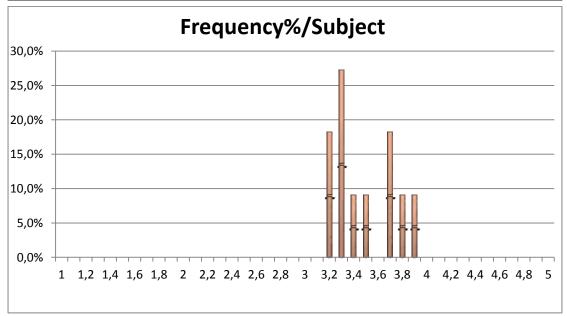
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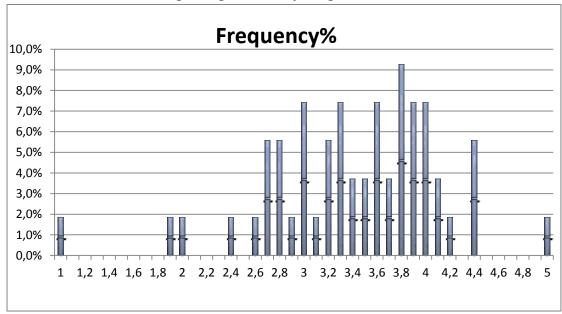


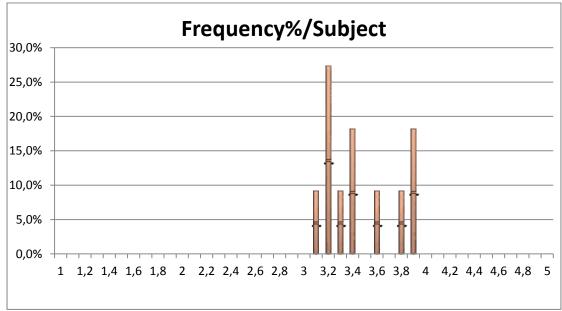
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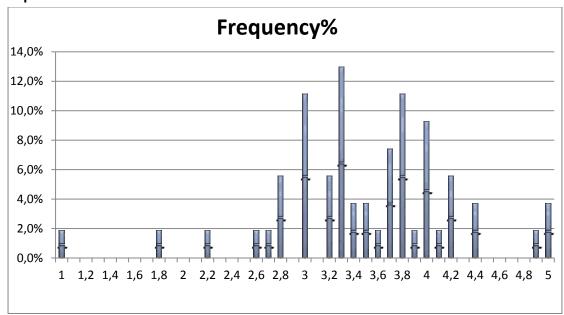


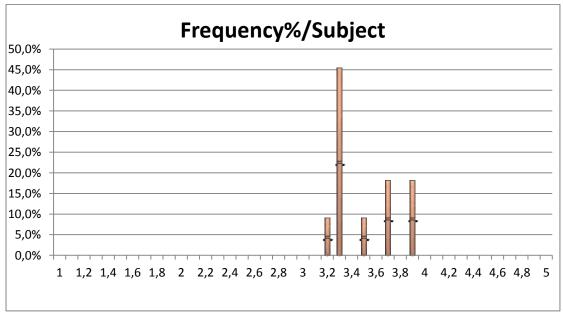
Question 30: Are notes regarding laboratory assignments sufficient?



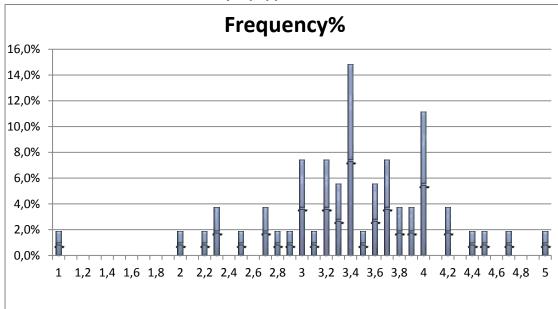


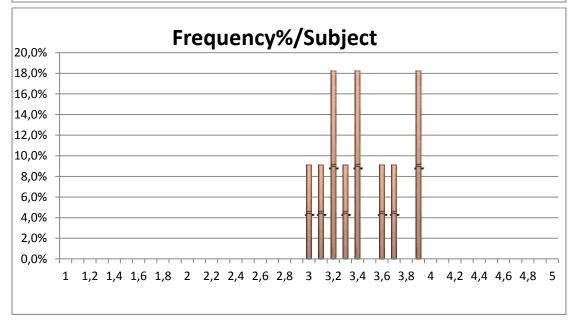
Question 31: Are basic principles of experiments and assignments clearly explained?



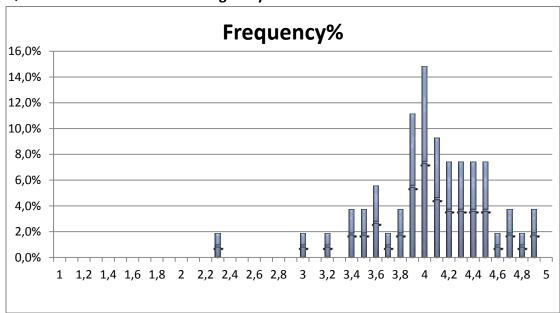


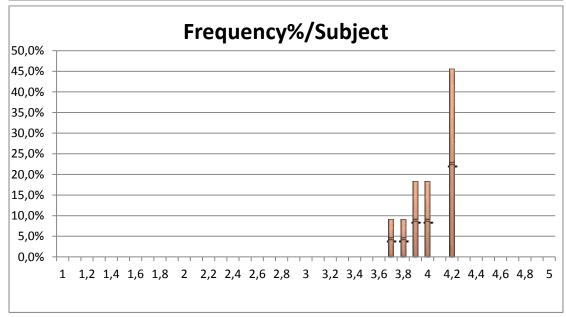
Question 32: Are laboratories fully equipped?



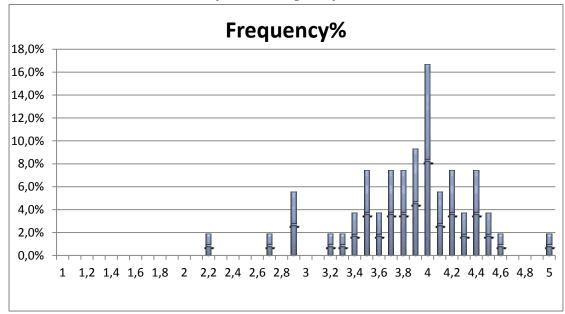


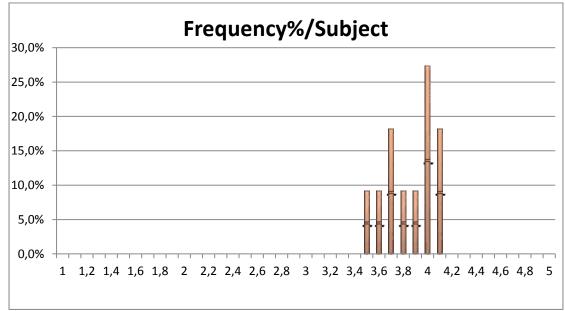
Question 33: I attend lectures regularly



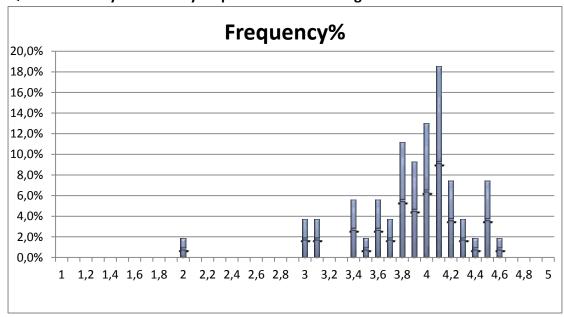


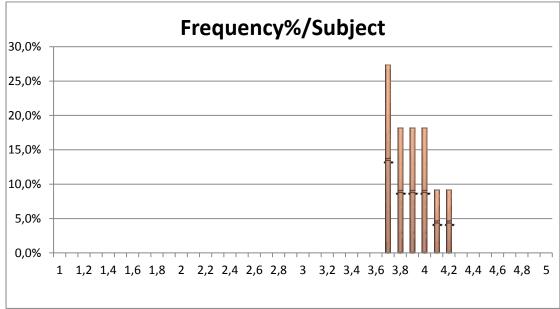
Question 34: I attend laboratory courses regularly.



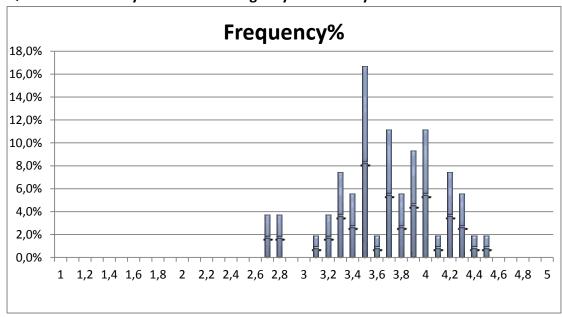


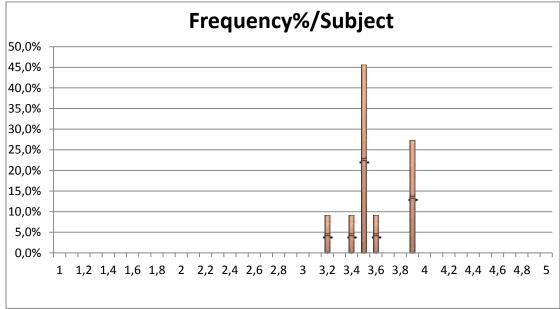
Question 35: I systematically respond to written assignments and exercises.



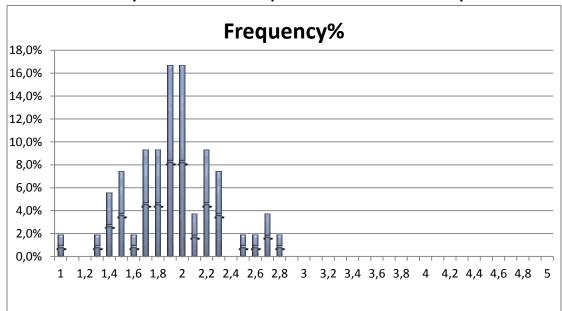


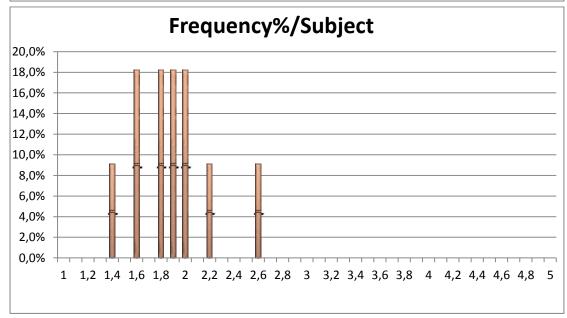
Question 36: I study the material taught systematically.





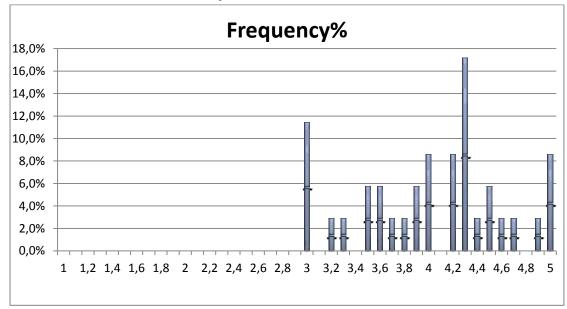
Question 37: I study the material of the particular course on a weekly basis.

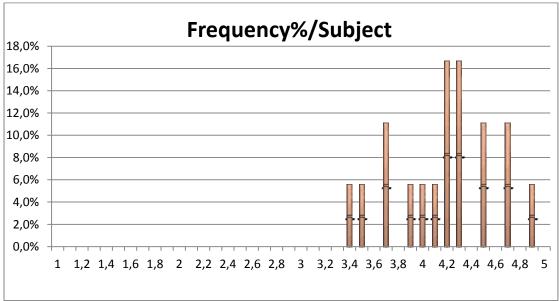




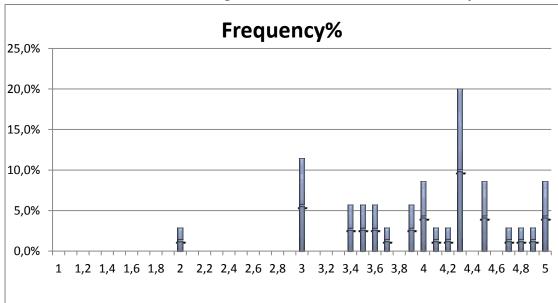
## 10.5. 5<sup>th</sup> Term

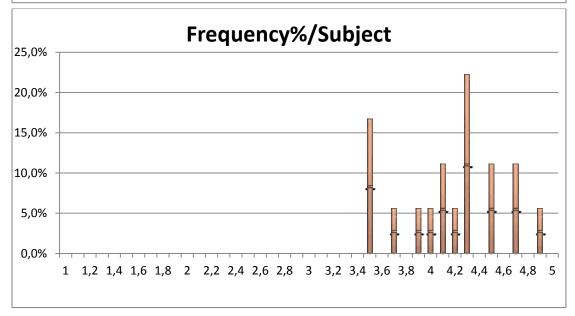
Question 1: Were the course objectives clear?\*



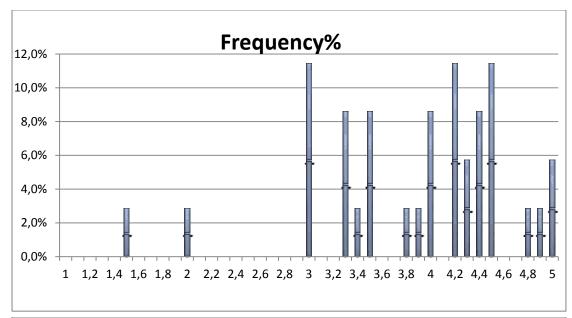


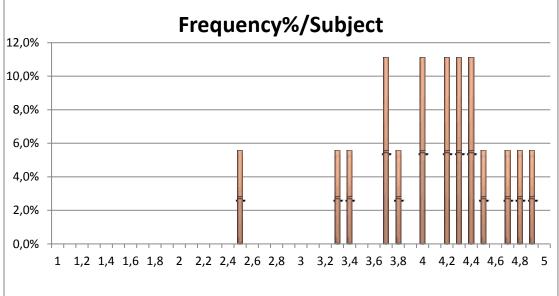
Question 2: Was the material taught in accordance with the course objectives?



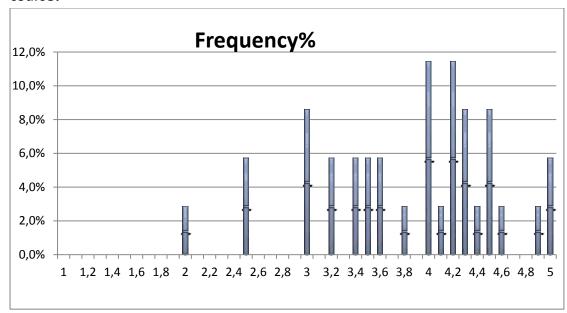


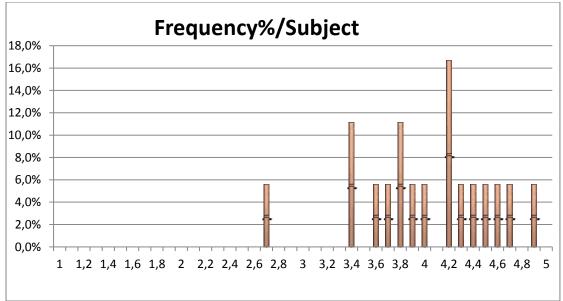
## Question 3: Was the material taught well organised?



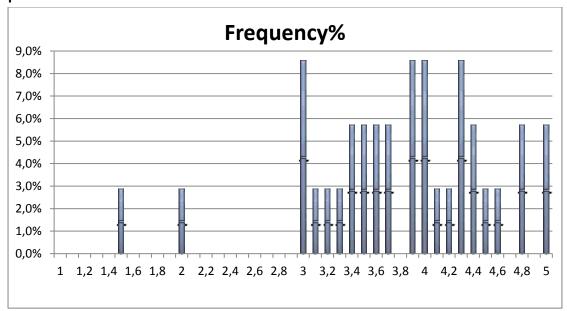


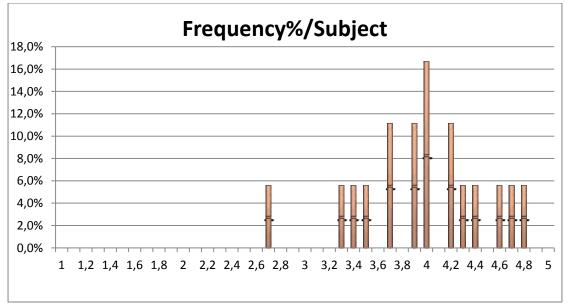
Question 4: Did the educational aids used assist the better understanding of the course?



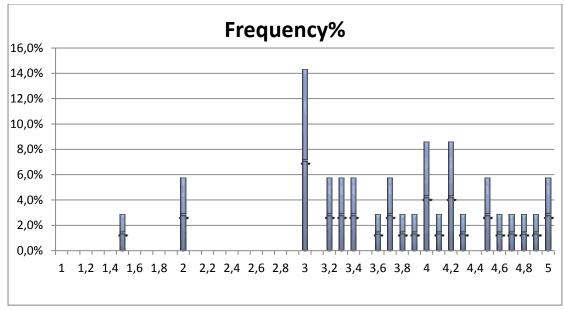


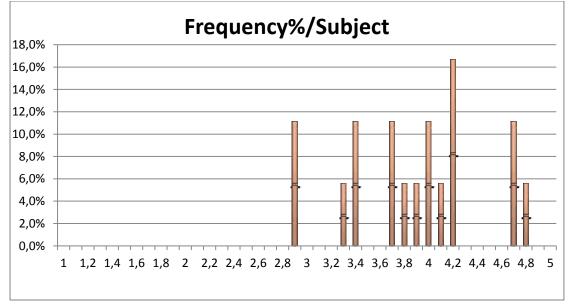
Question 5: Were the educational aids (textbook, notes, additional bibliography) provided in time?



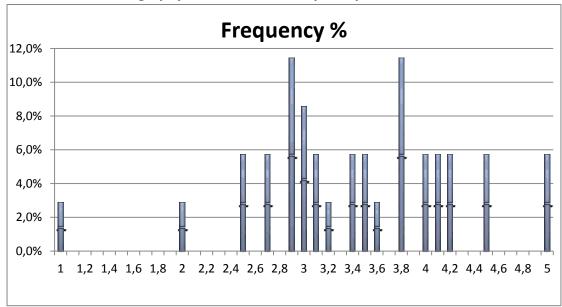


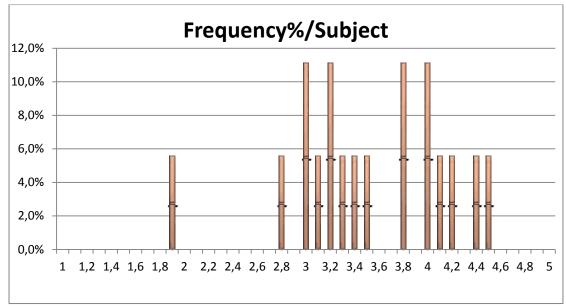
Question 6: Do you consider the main textbook(s) or notes satisfactory (does it provide state-of-the-art, high-level knowledge and bibliography?



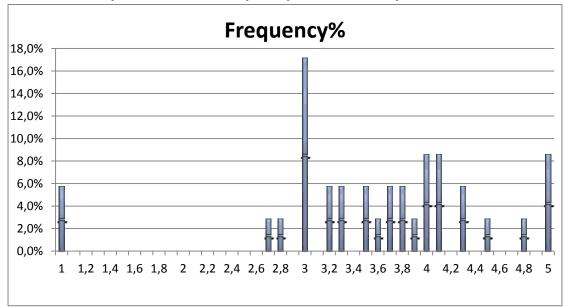


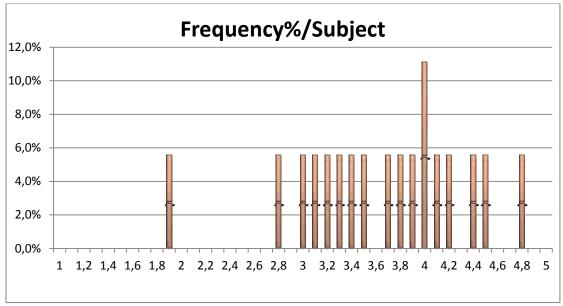
Question 7: Is bibliography in the School library easily accessible?



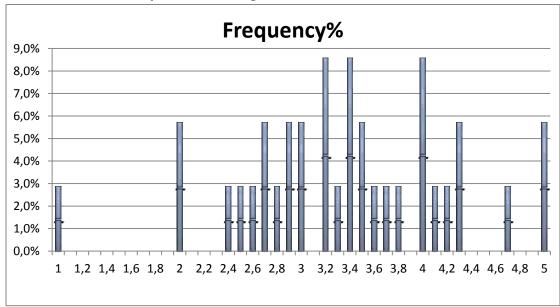


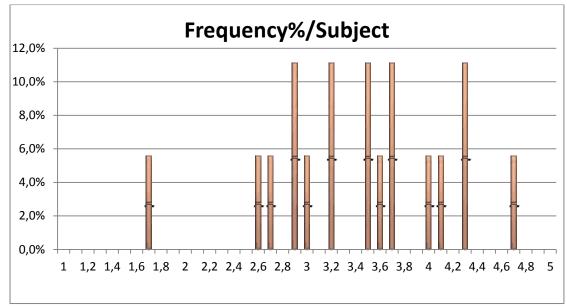
Question 8: Do you consider course prerequisites necessary?



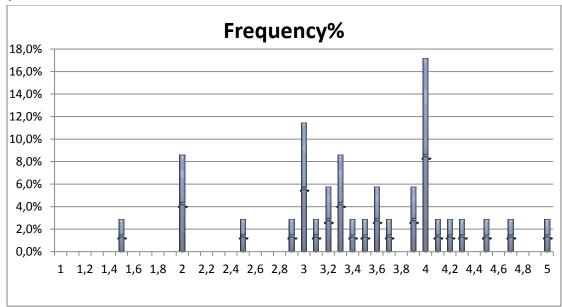


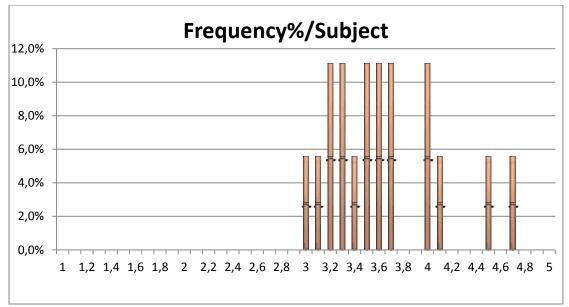
Question 9: Use of acquired knowledge/link with other courses\*



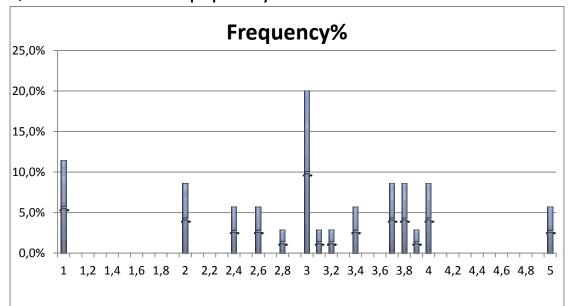


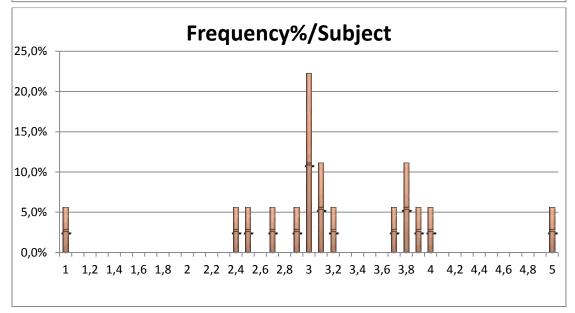
Question 10: How do you assess the level of difficulty of the course regarding its year?



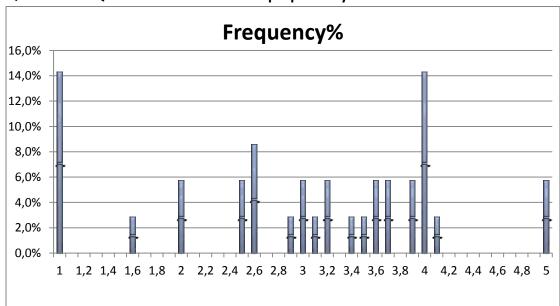


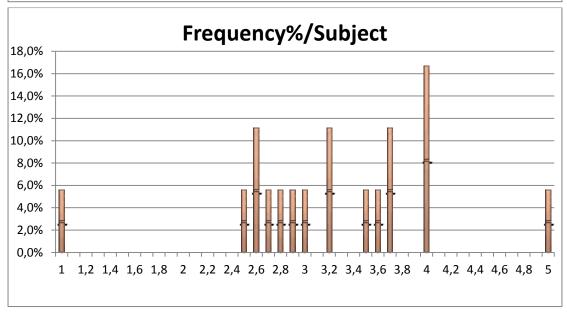
Question 11: Usefulness of preparatory courses



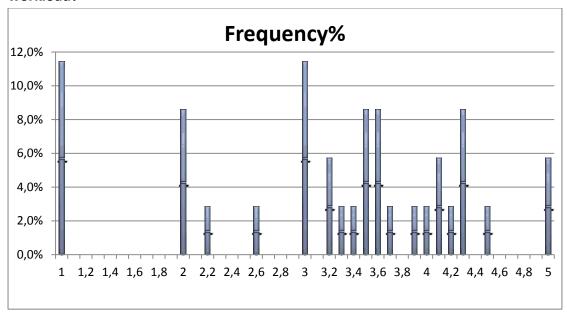


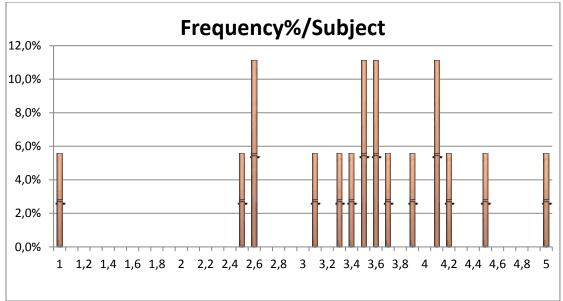
Question 12: Qualitative assessment of preparatory courses



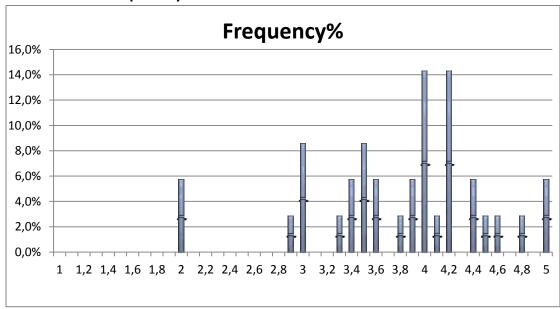


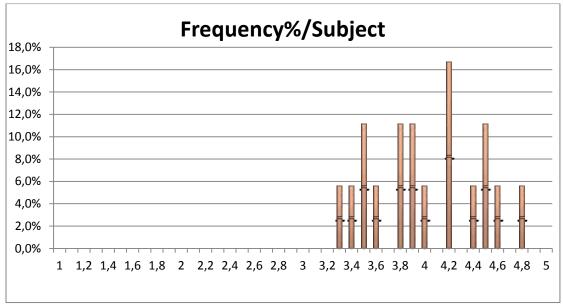
Question 13: How do you assess the number of teaching credits as regards the workload?



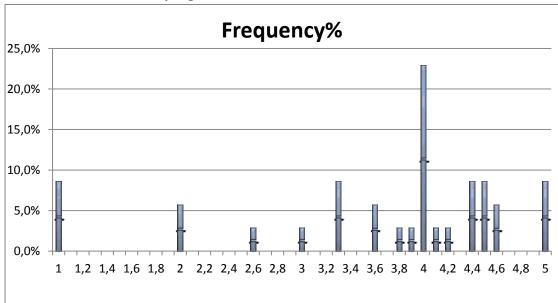


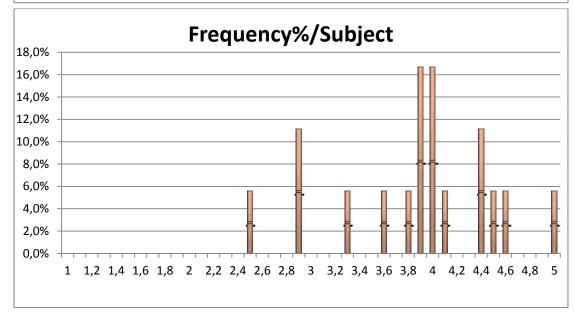
Question 14: Transparency of assessment criteria\*



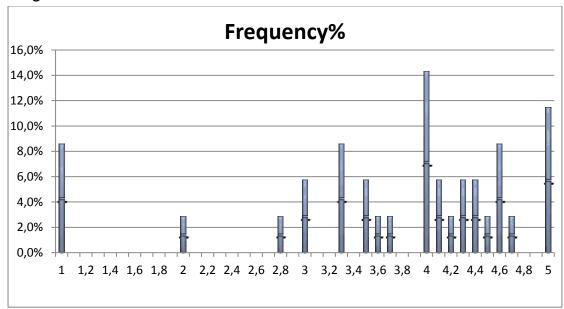


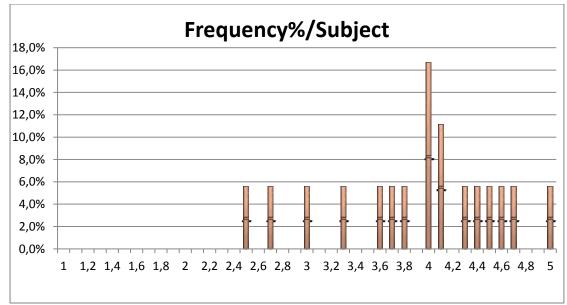
Question 15: Was the topic given in time?



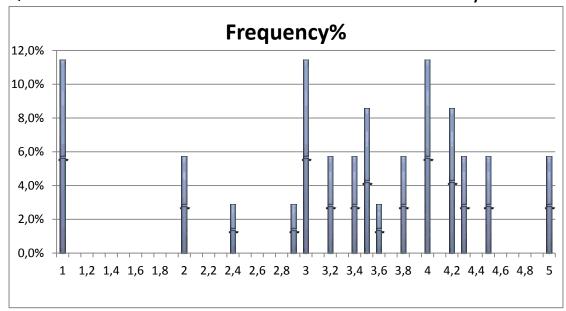


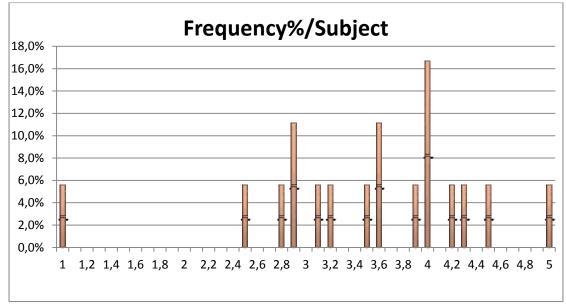
Question 16: Was the deadline for the submission or presentation of the assignments reasonable?



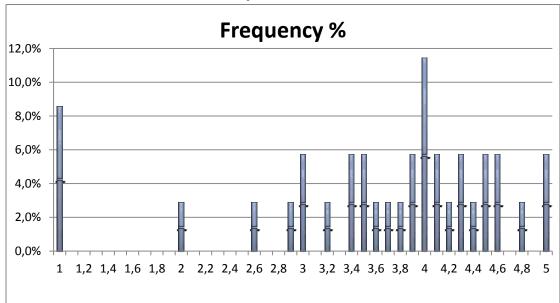


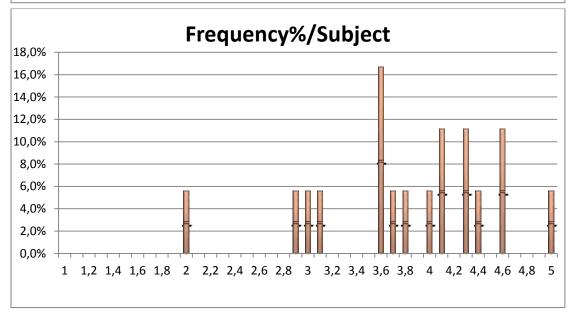
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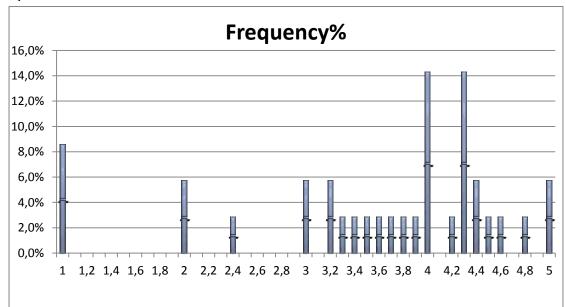


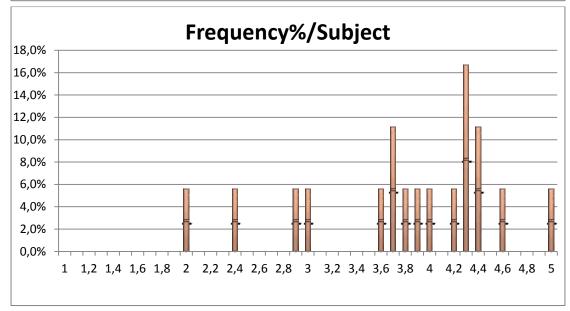
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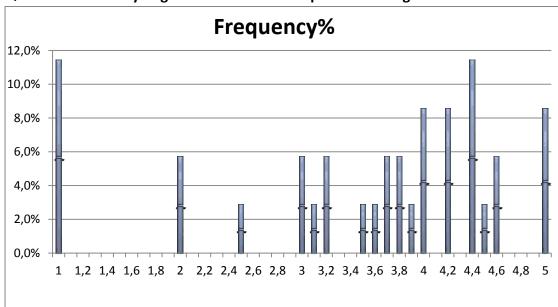


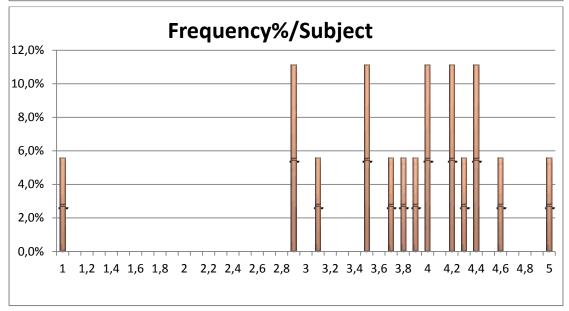
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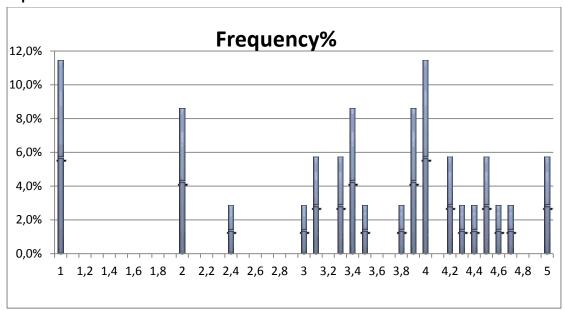


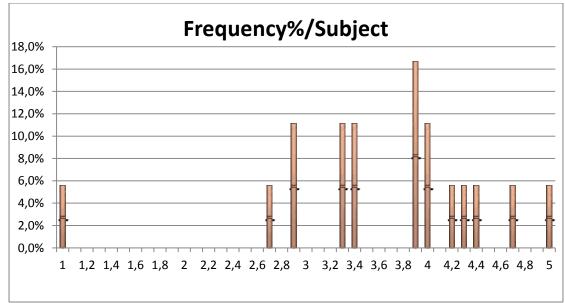
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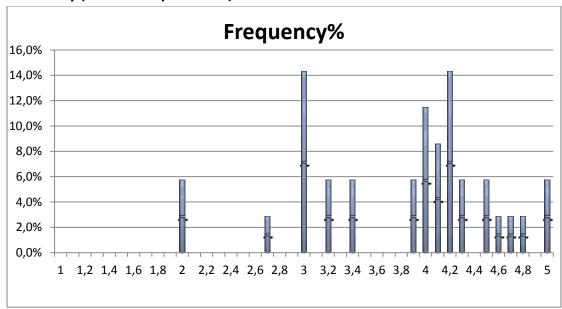


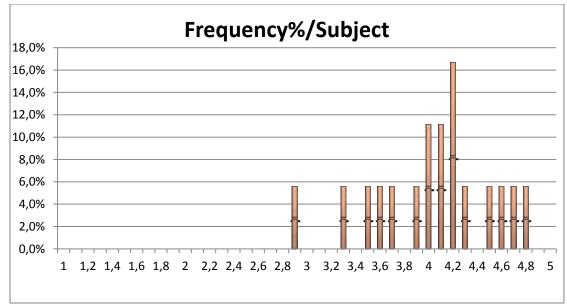
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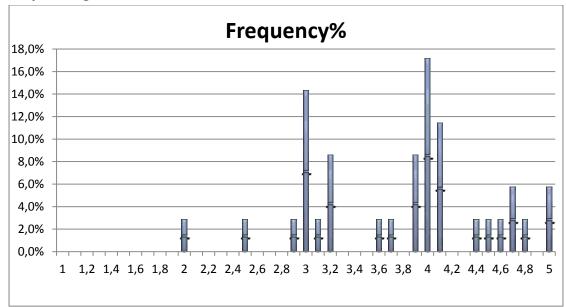


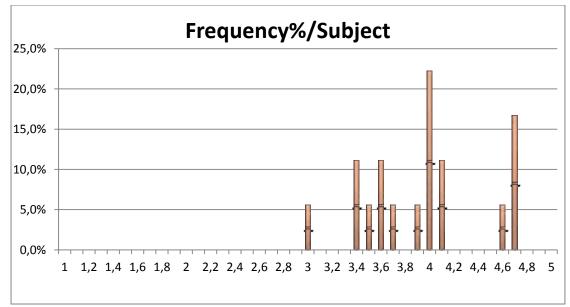
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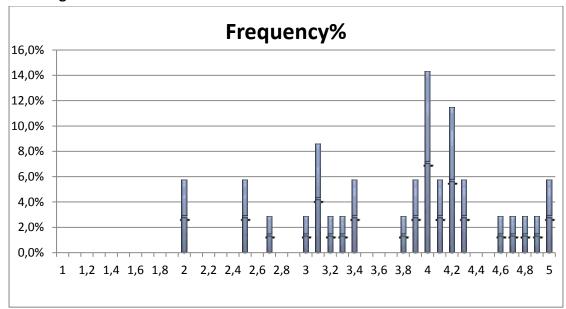


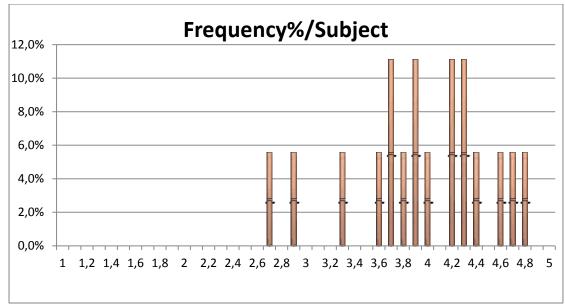
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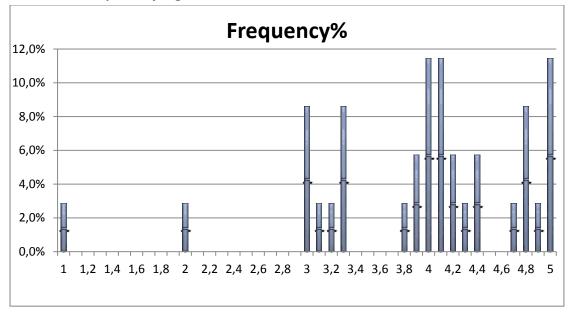


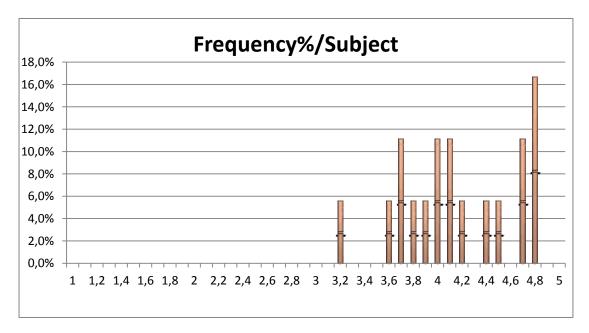
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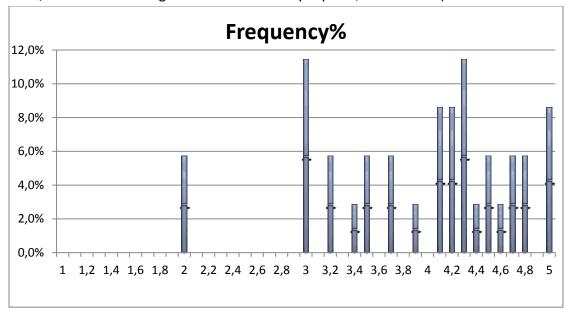


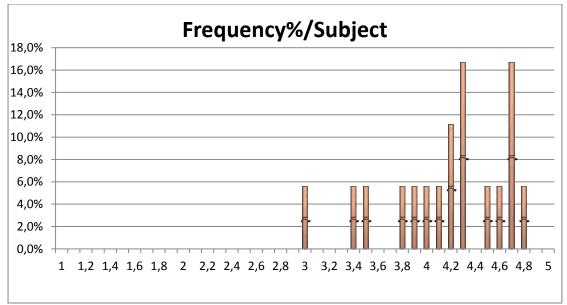
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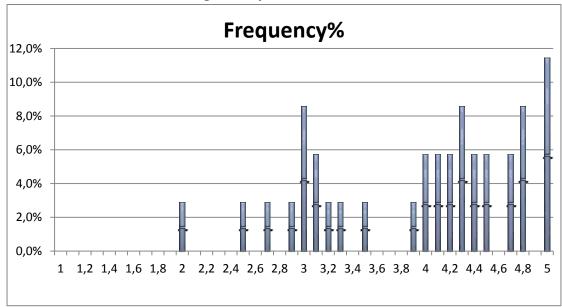


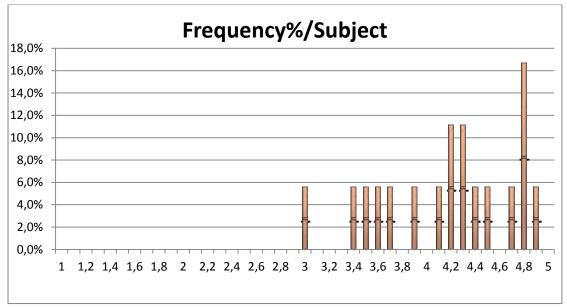
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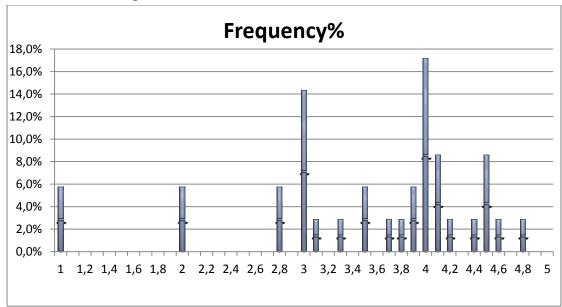


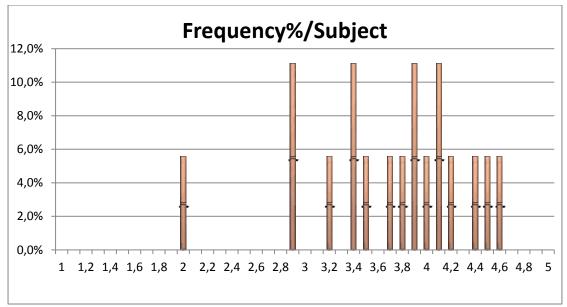
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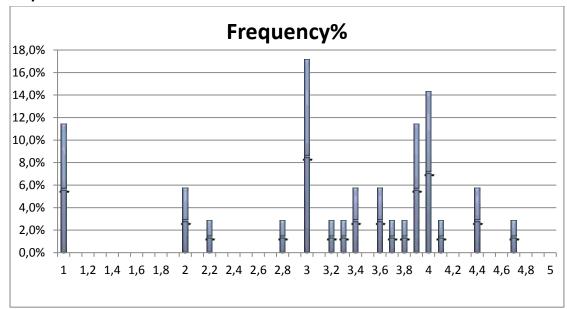


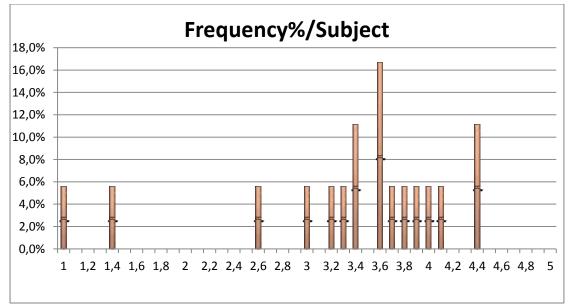
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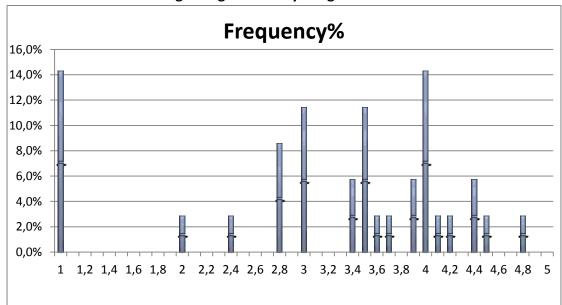


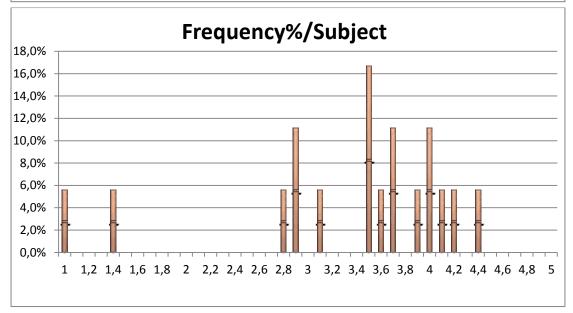
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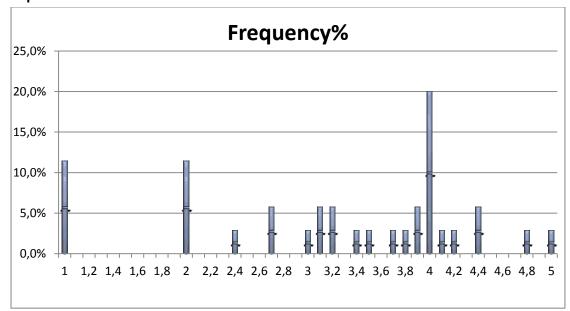


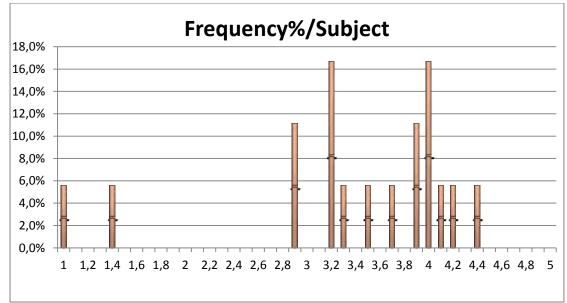
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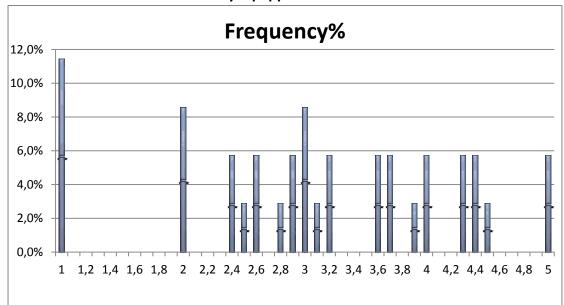


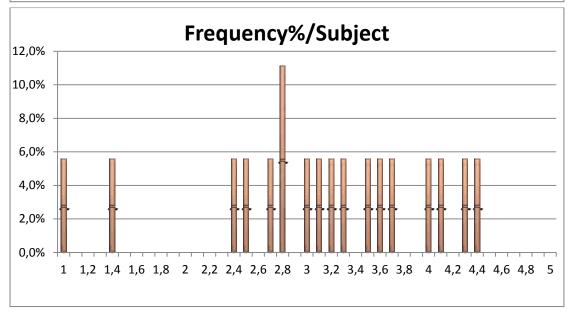
Question 31: Are basic principles of experiments and assignments clearly explained?



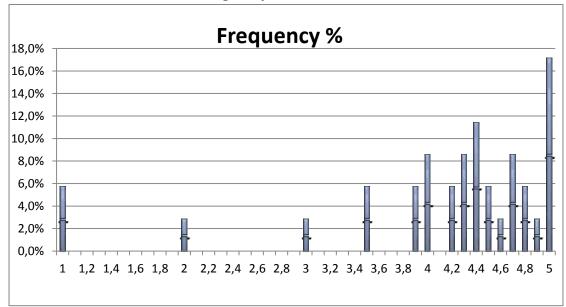


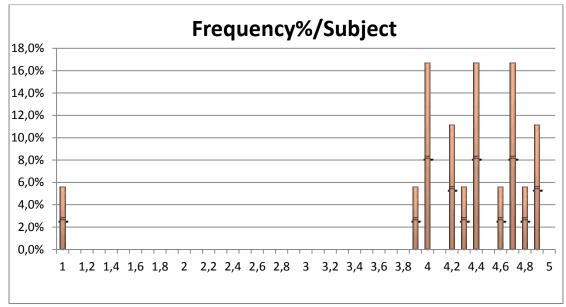
Question 32: Are laboratories fully equipped?



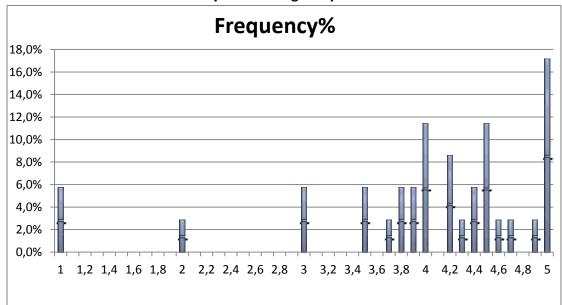


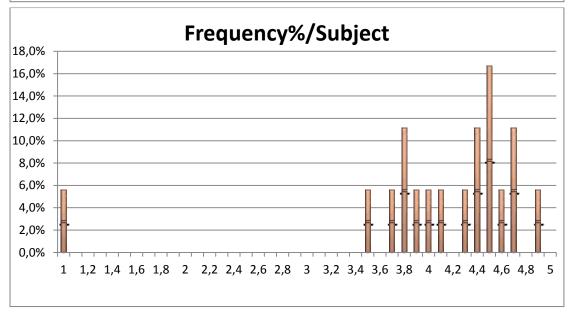
Question 33: I attend lectures regularly



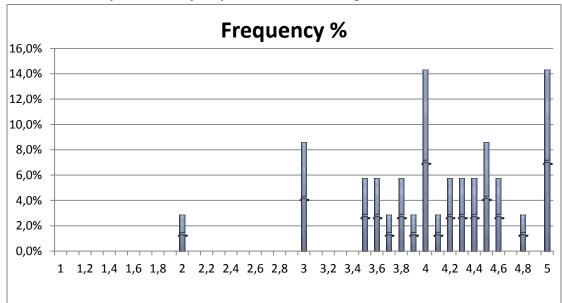


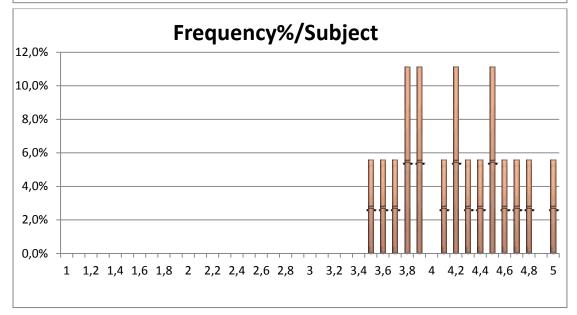
Question 34: I attend laboratory courses regularly.



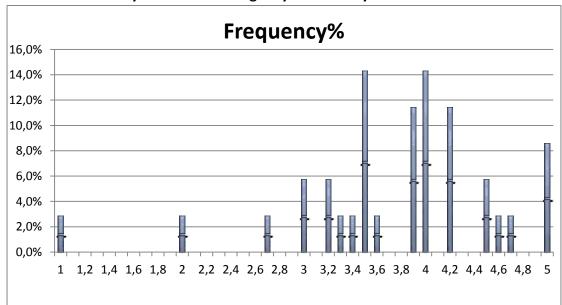


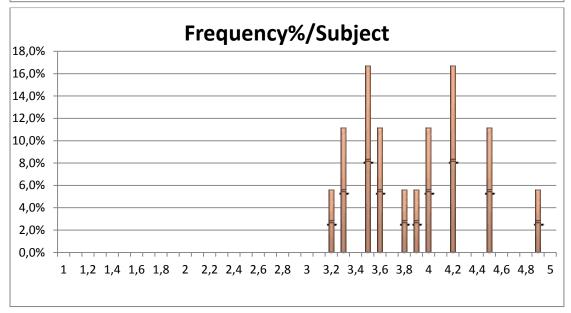
Question 35: I systematically respond to written assignments and exercises.



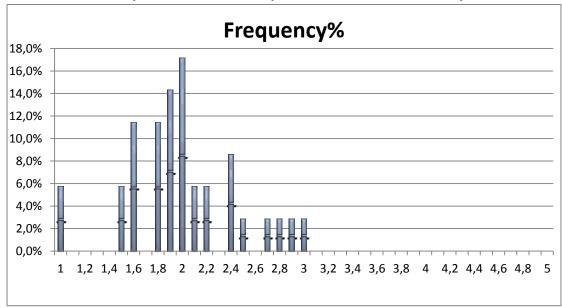


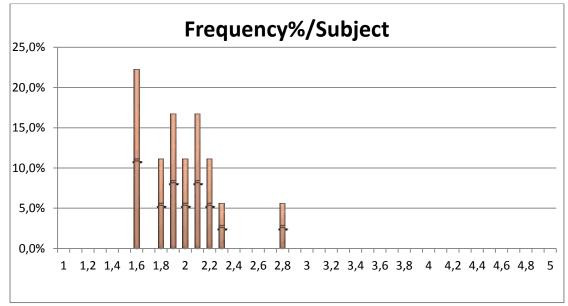
Question 36: I study the material taught systematically.





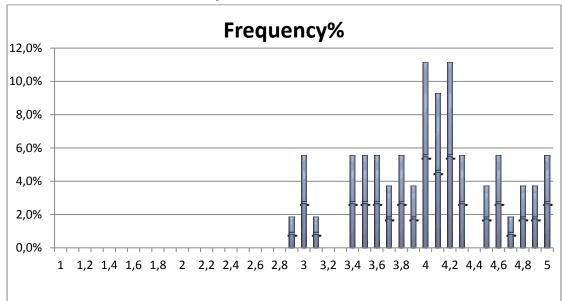
Question 37: I study the material of the particular course on a weekly basis.

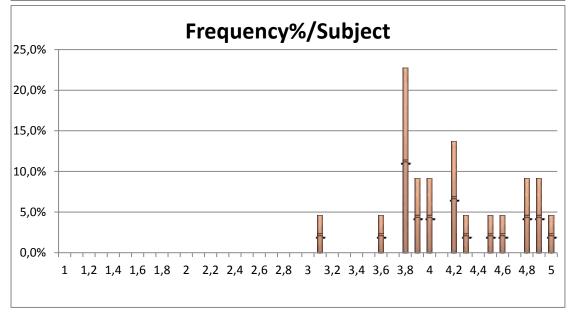




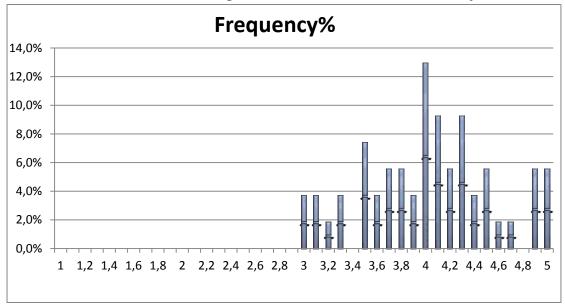
## 10.6. 6<sup>th</sup> Term

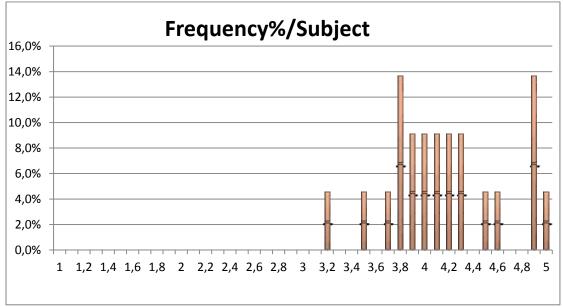
Question 1: Were the course objectives clear?\*



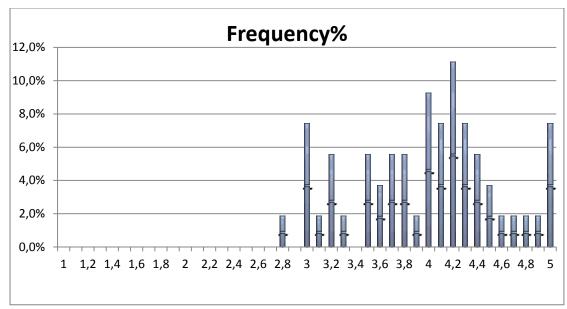


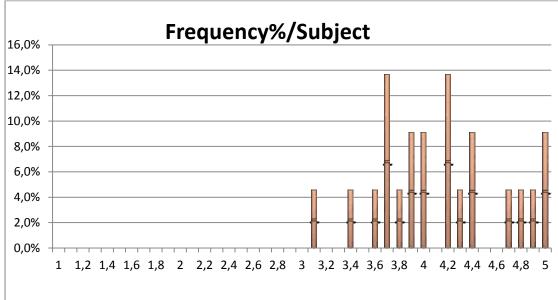
Question 2: Was the material taught in accordance with the course objectives?



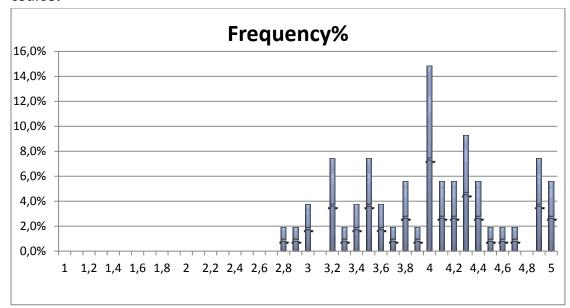


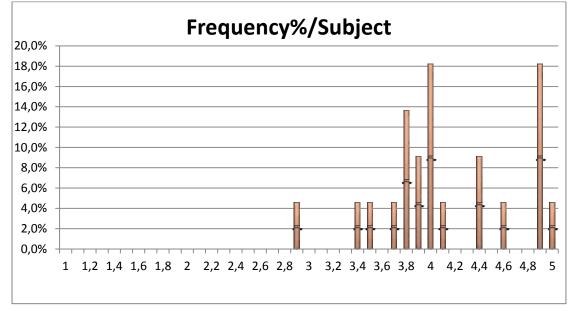
Question 3: Was the material taught well organised?



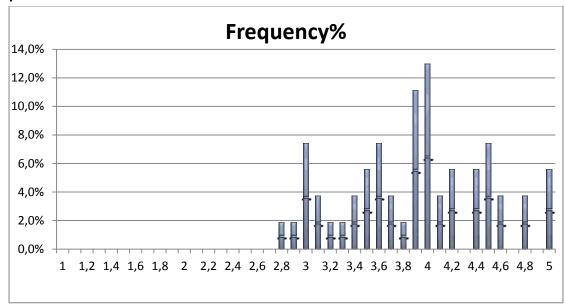


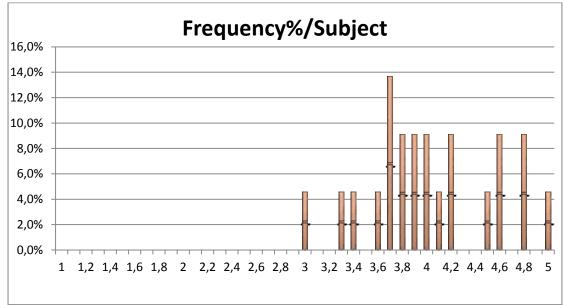
Question 4: Did the educational aids used assist the better understanding of the course?



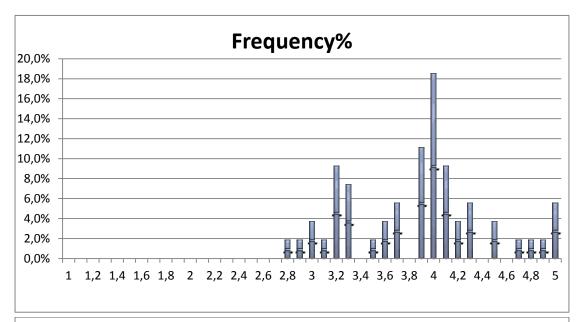


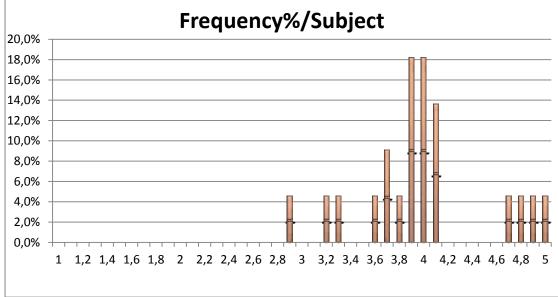
Question 5: Were the educational aids (textbook, notes, additional bibliography) provided in time?



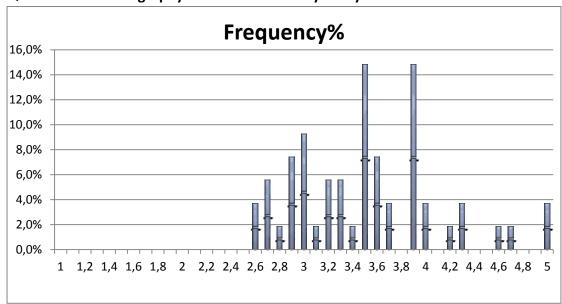


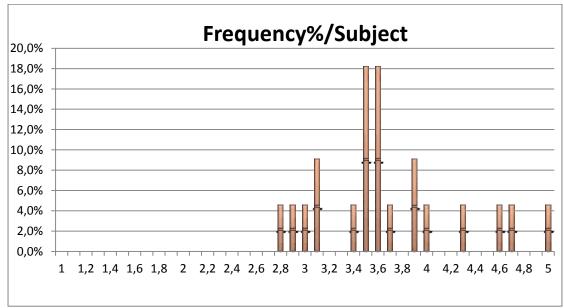
Question 6: Do you consider the main textbook(s) or notes satisfactory (does it provide state-of-the-art, high-level knowledge and bibliography?



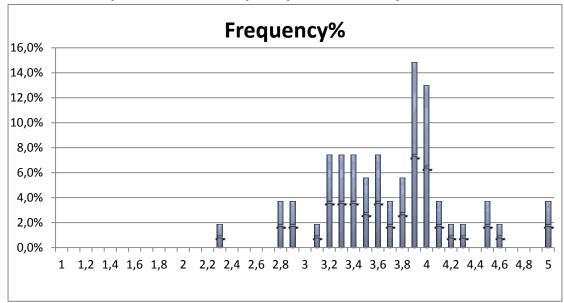


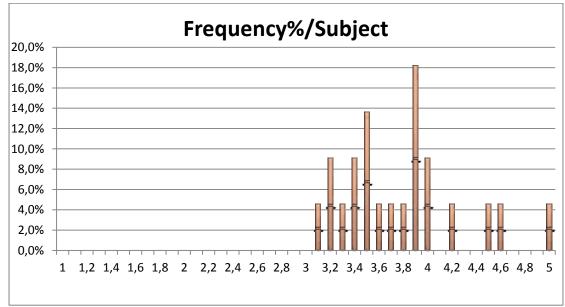
Question 7: Is bibliography in the School library easily accessible?



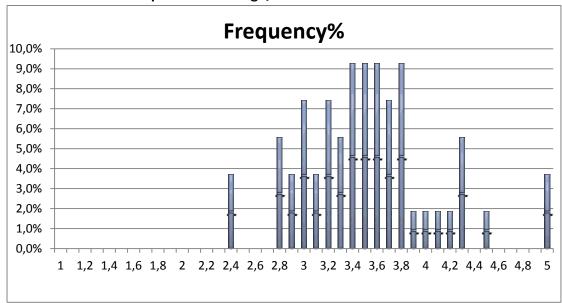


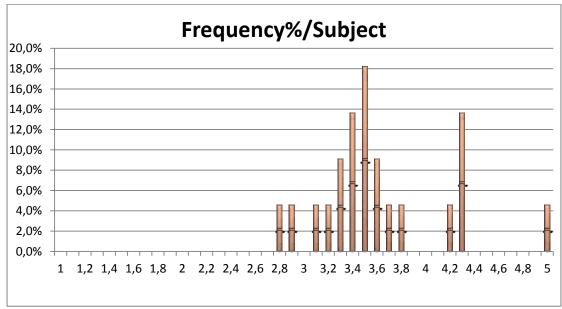
Question 8: Do you consider course prerequisites necessary?



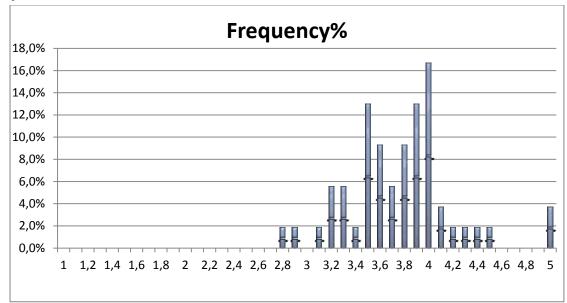


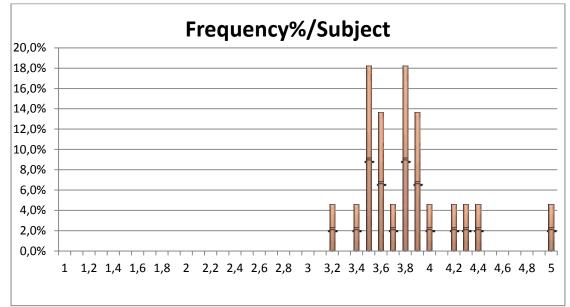
Question 9: Use of acquired knowledge/link with other courses\*



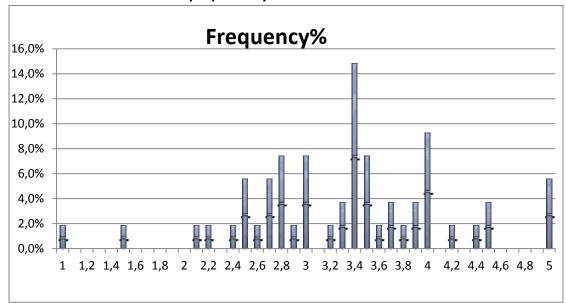


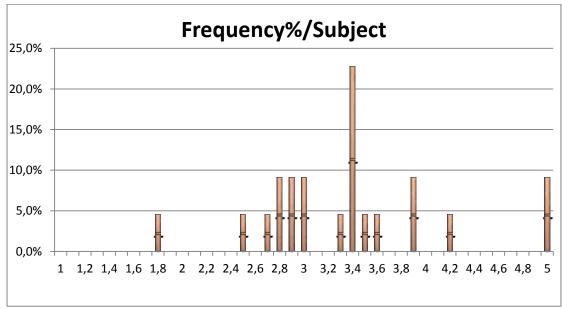
Question 10: How do you assess the level of difficulty of the course regarding its year?



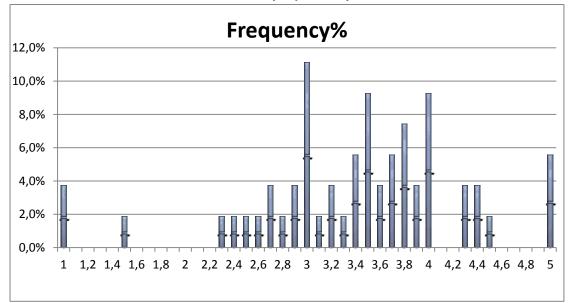


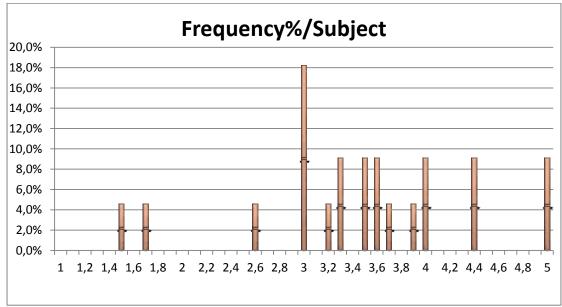
Question 11: Usefulness of preparatory courses



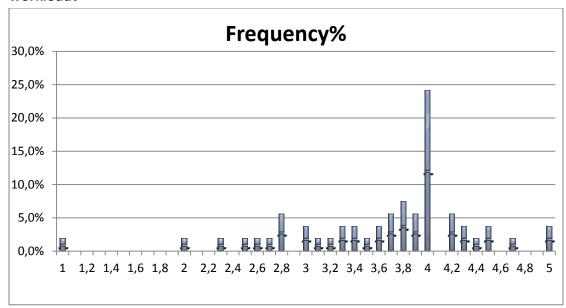


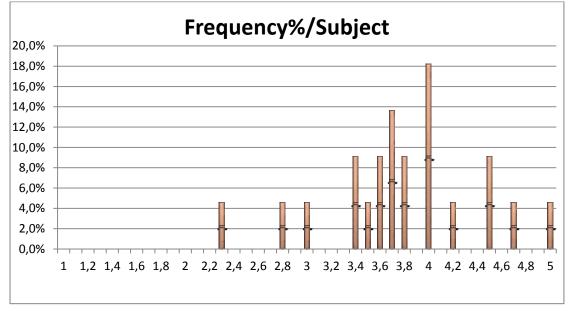
Question 12: Qualitative assessment of preparatory courses



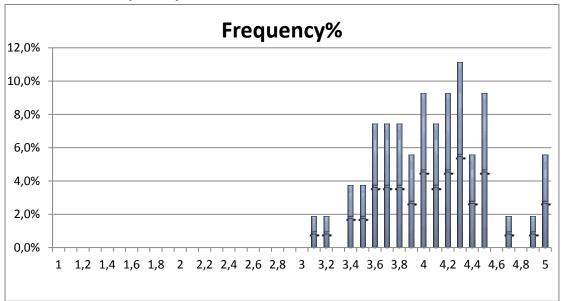


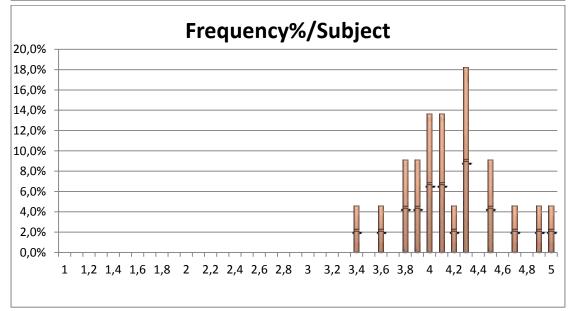
Question 13: How do you assess the number of teaching credits as regards the workload?



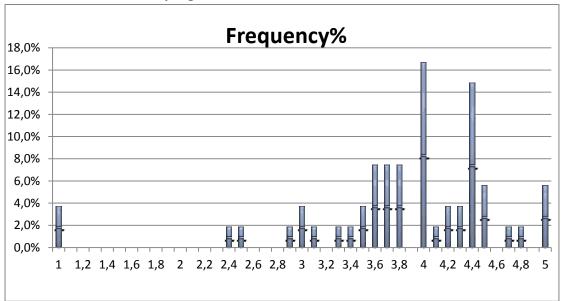


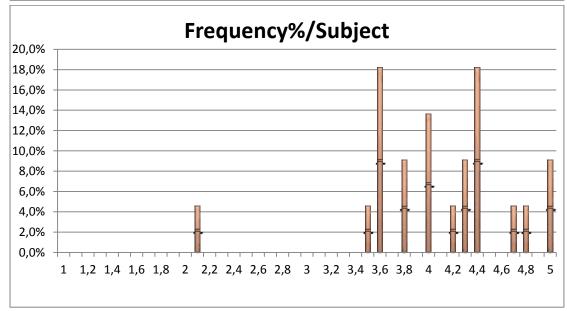
Question 14: Transparency of assessment criteria\*



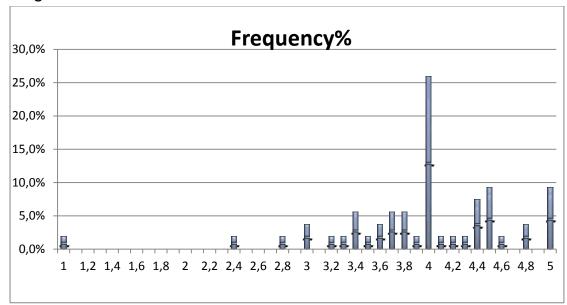


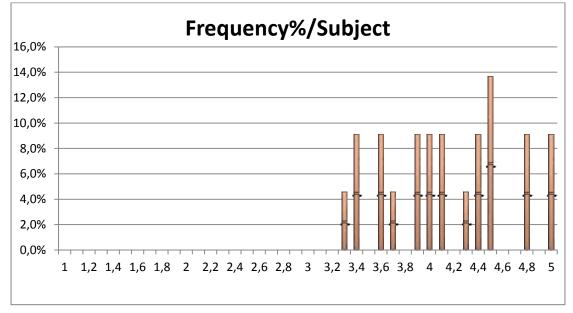
Question 15: Was the topic given in time?



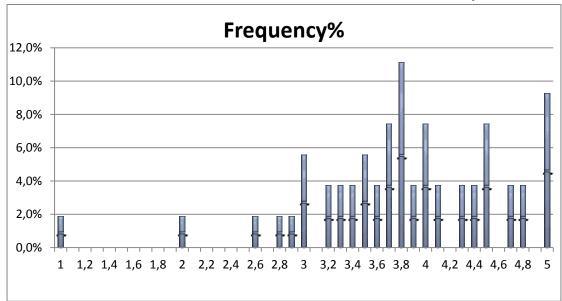


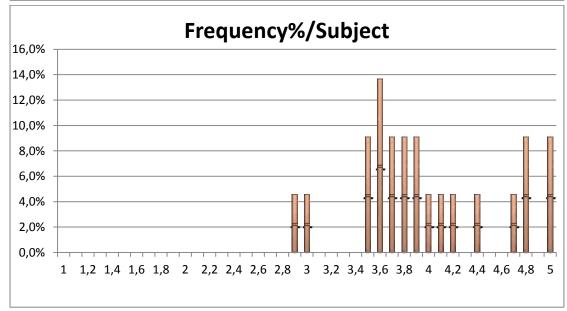
Question 16: Was the deadline for the submission or presentation of the assignments reasonable?



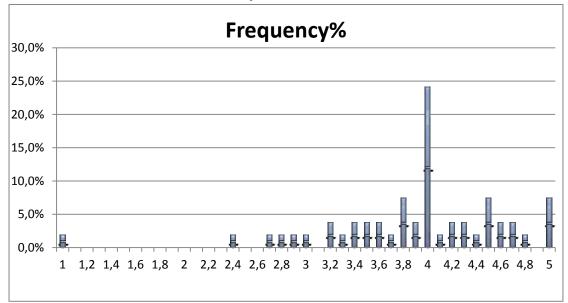


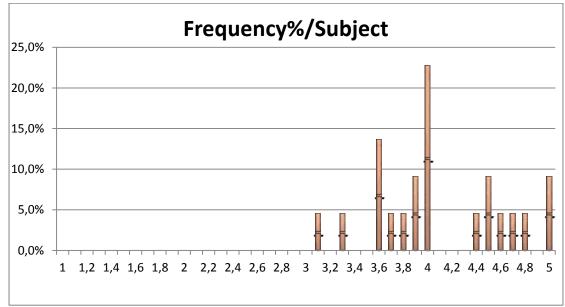
Question 17: Was there relevant research material in the School library?



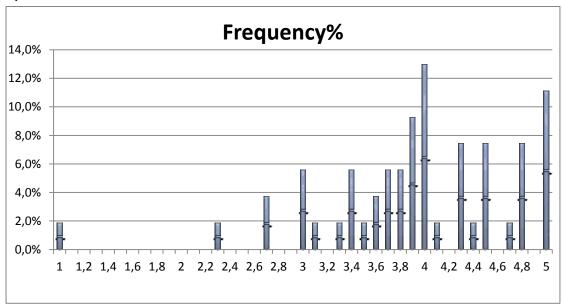


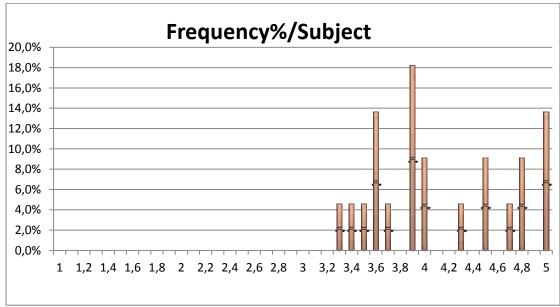
Question 18: Was there assistance by the Instructor?



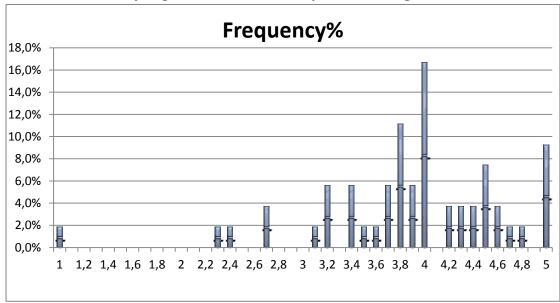


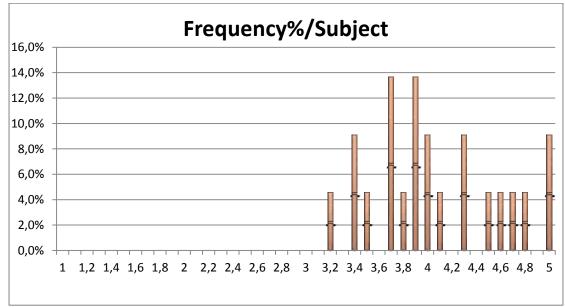
Question 19: Were the Instructor's comments detailed and constructive?



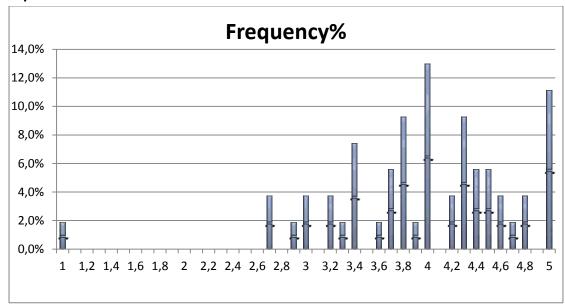


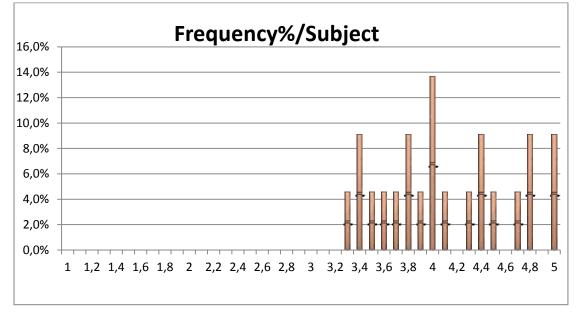
Question 20: Were you given the chance to improve the assignment?



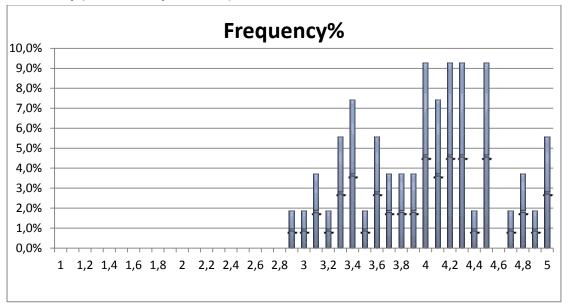


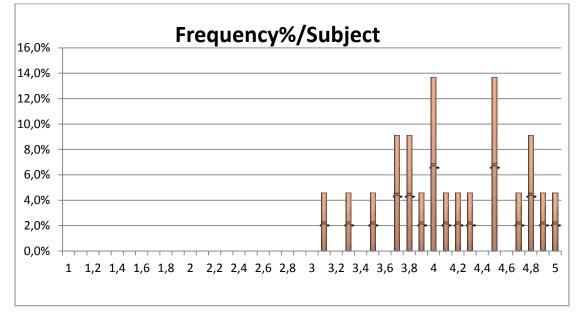
Question 21: Did the particular assignment help you to understand the particular topic?



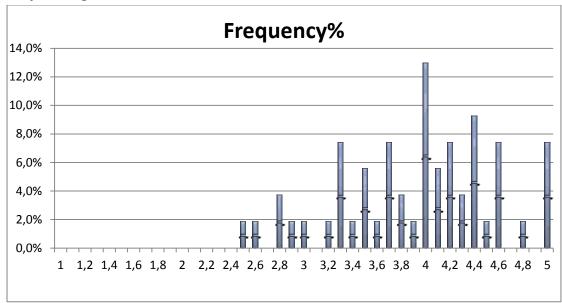


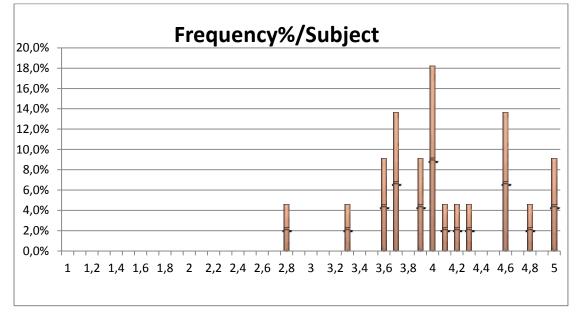
Question 22: Does the Instructor organise the material to be taught in class effectively ( use of computers etc)?\*



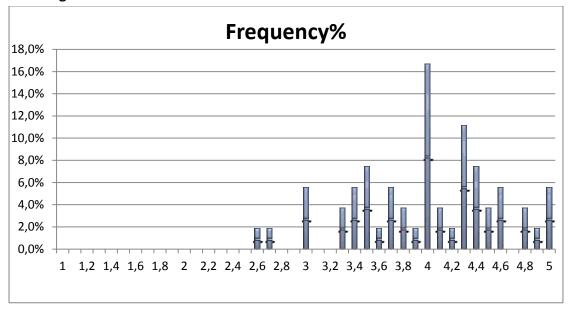


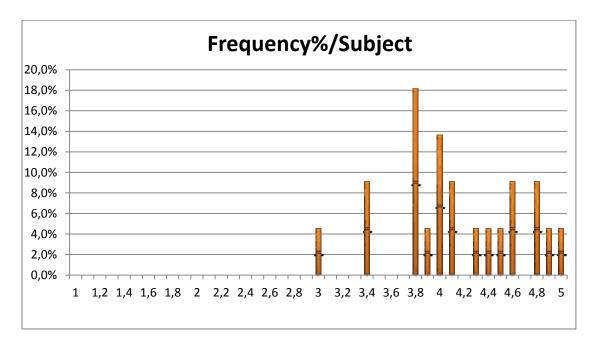
Question 23: Does the Instructor succeed in raising the interest regarding the subject taught?



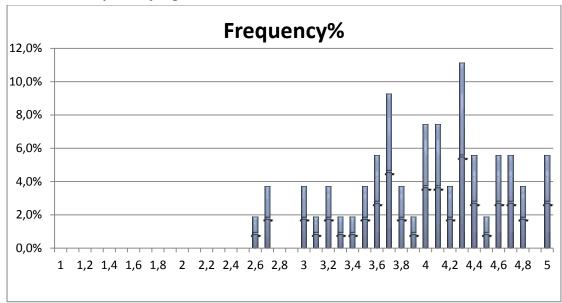


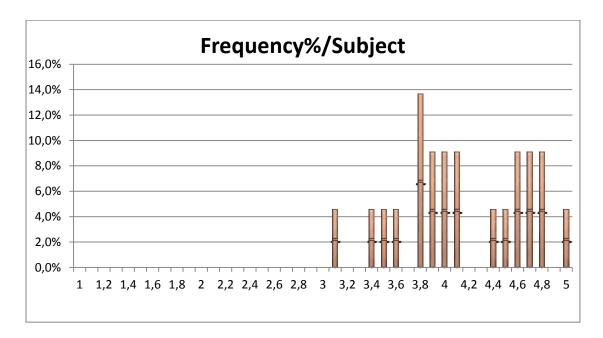
Question 24: Does the Instructor use examples to clarify ideas and subtle meanings?



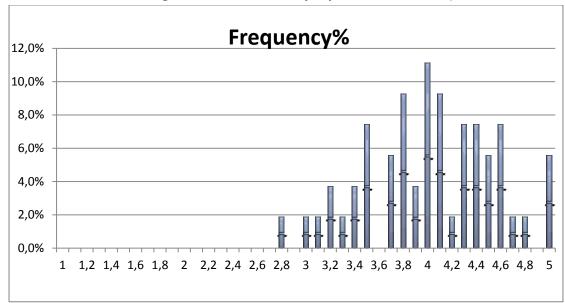


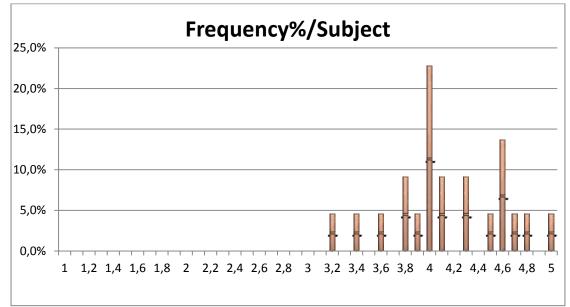
Question 25: Does the Instructor encourage Cadets to ask questions so as to further develop their judgement?



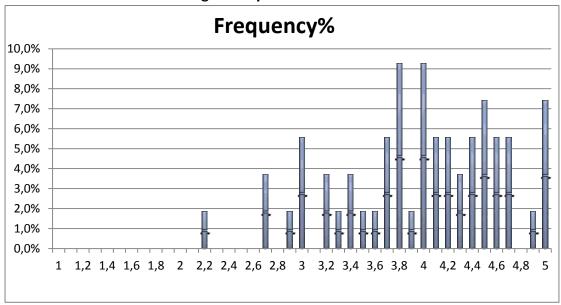


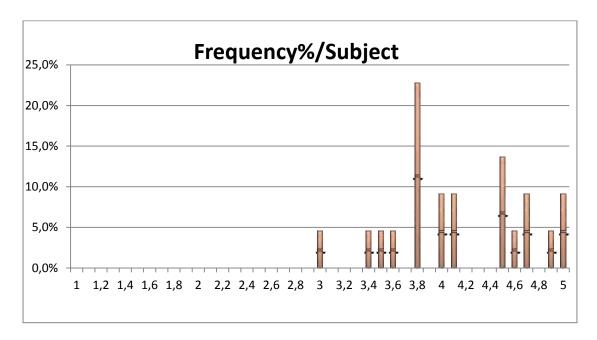
## Question 26:Did the Instructor meet his/her professional obligations (in time for class, correction of assignments or laboratory reports, office hours)?



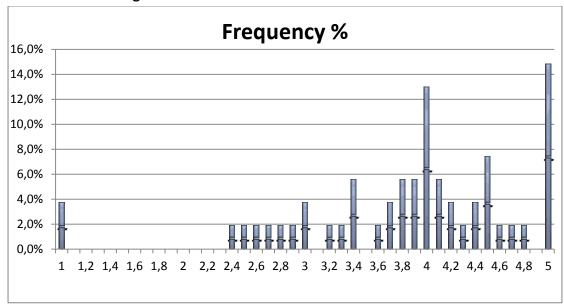


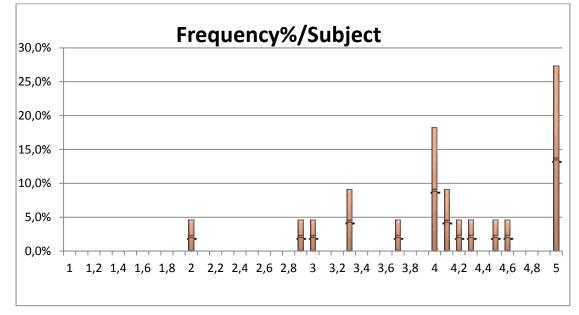
Question 27: Is the Instructor generally accessible to Cadets?



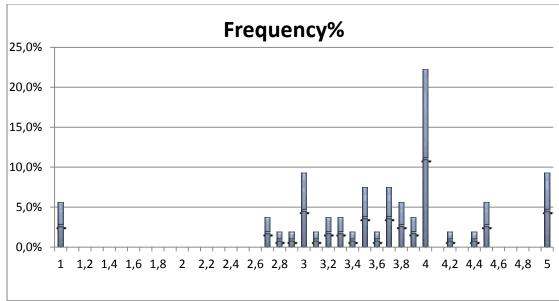


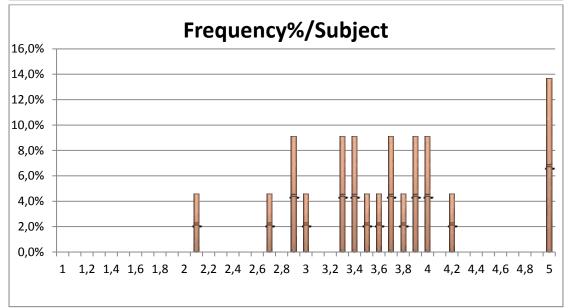
Question 28: How do you assess the Instructor's contribution to the understanding of the material taught?



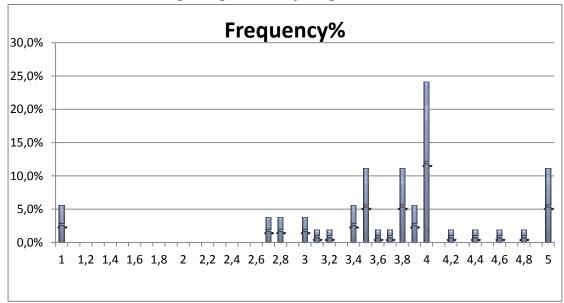


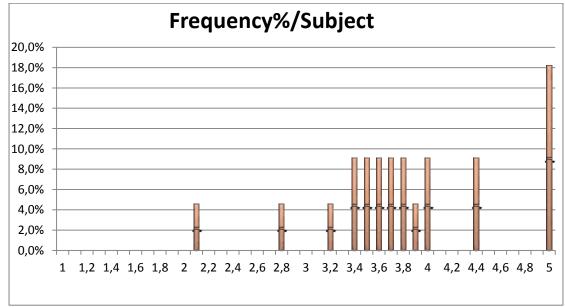
Question 29: How do you assess the level of difficulty of the laboratory regarding its year?



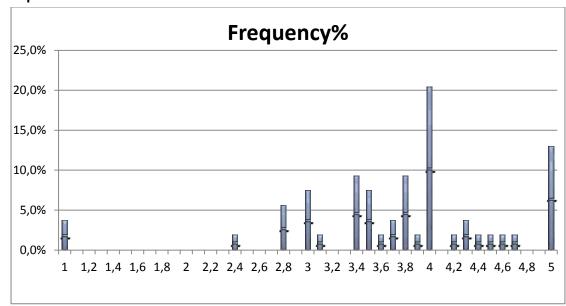


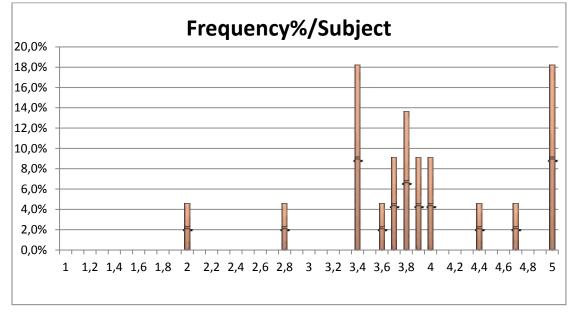
Question 30: Are notes regarding laboratory assignments sufficient?



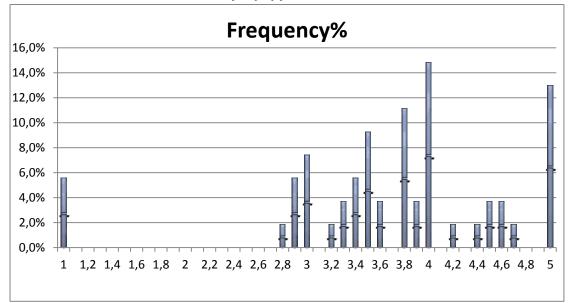


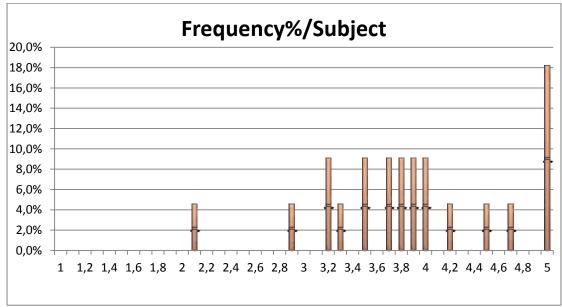
Question 31: Are basic principles of experiments and assignments clearly explained?



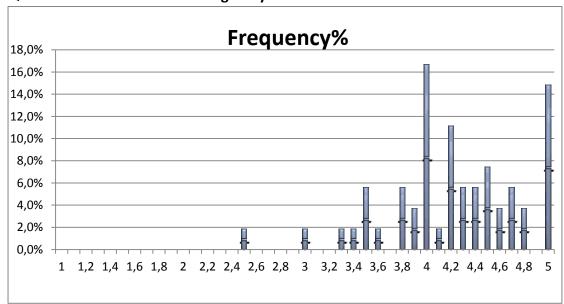


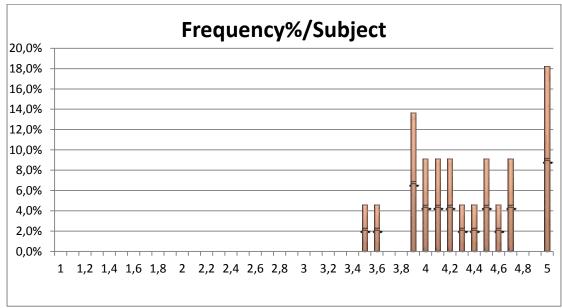
Question 32: Are laboratories fully equipped?



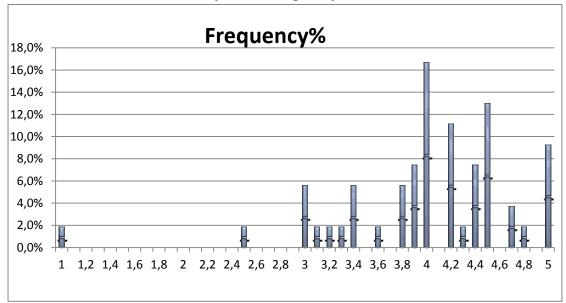


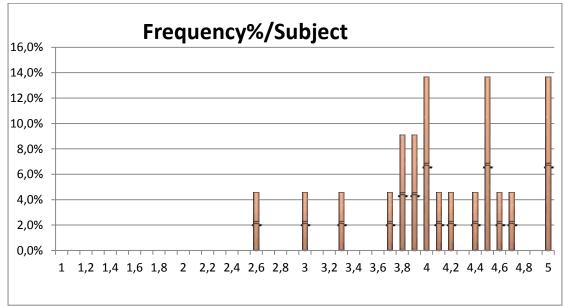
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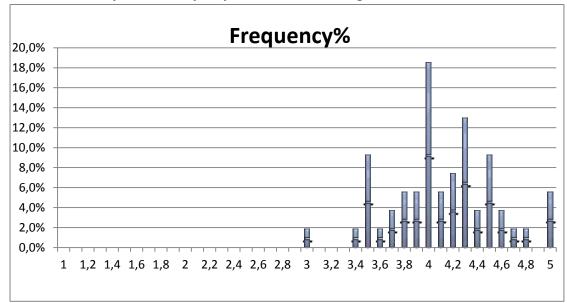


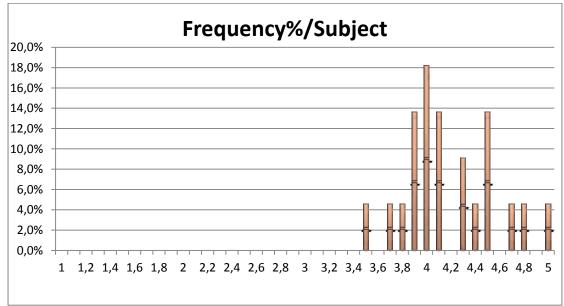
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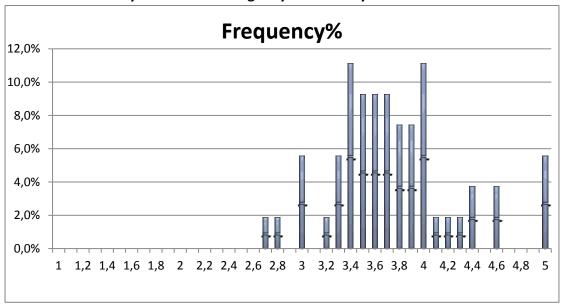


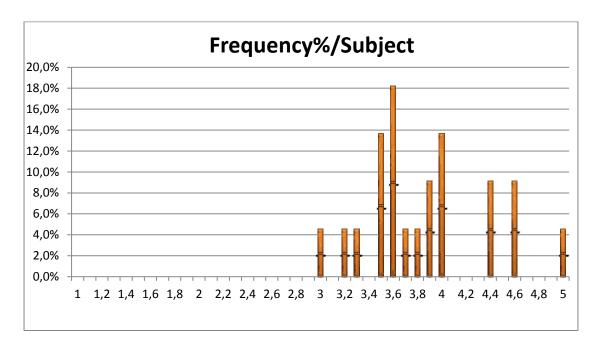
Question 35: I systematically respond to written assignments and exercises.



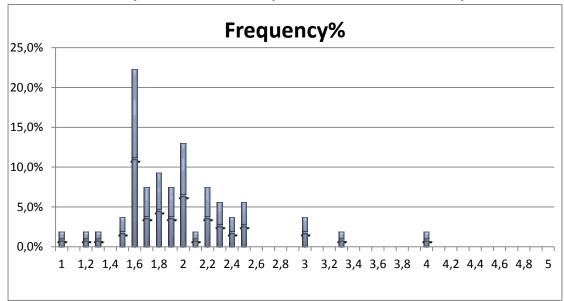


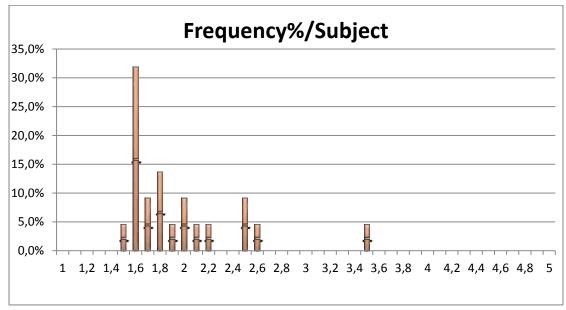
Question 36: I study the material taught systematically.





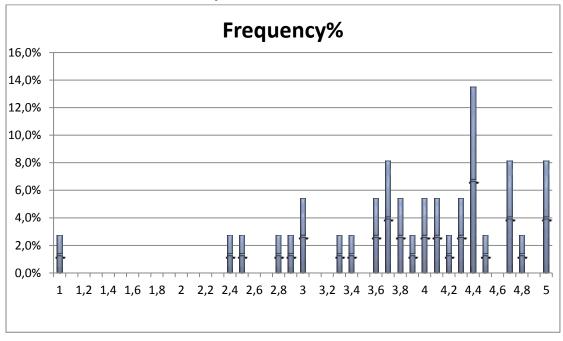
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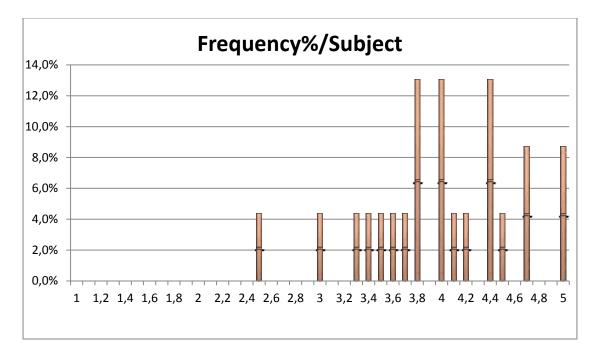




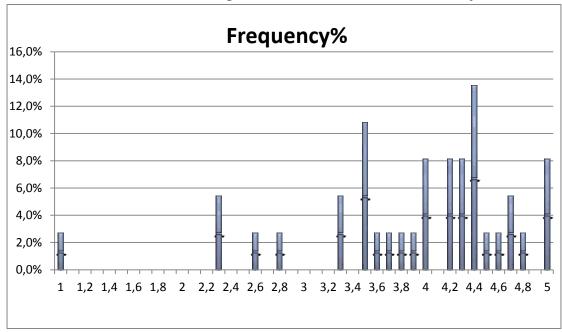
## 10.7. 7<sup>th</sup> Term

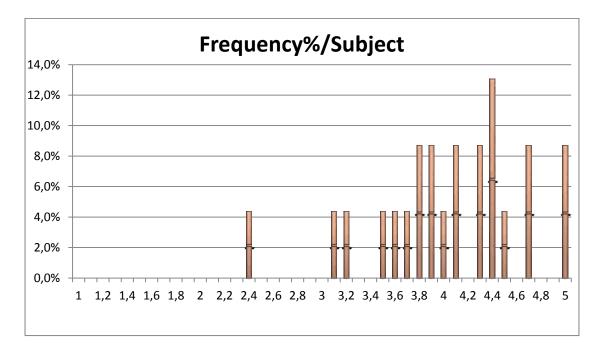
Question 1: Were the course objectives clear?\*



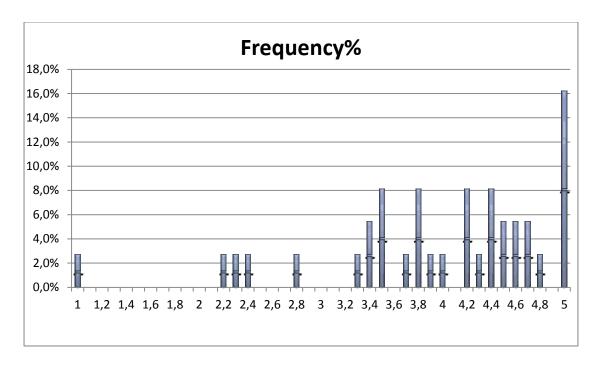


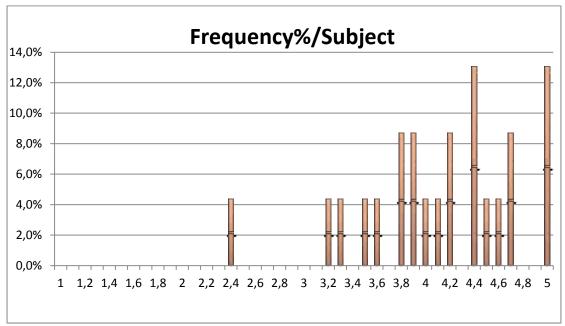
Question 2: Was the material taught in accordance with the course objectives?



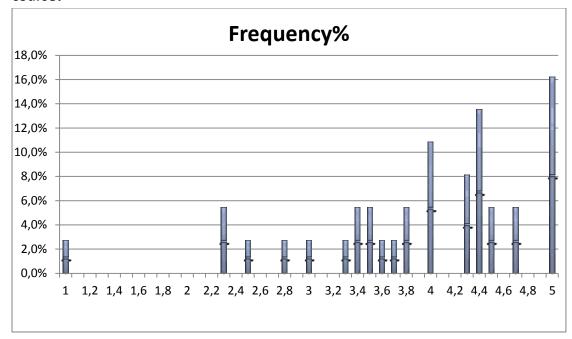


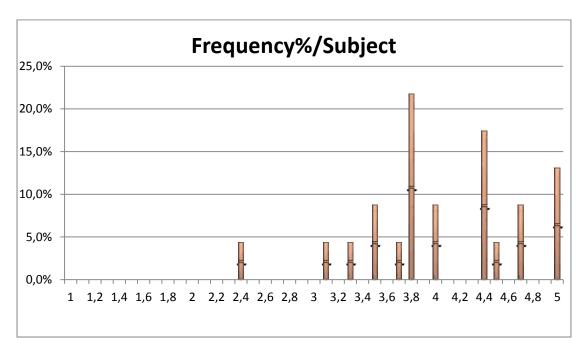
Question 3: Was the material taught well organised?



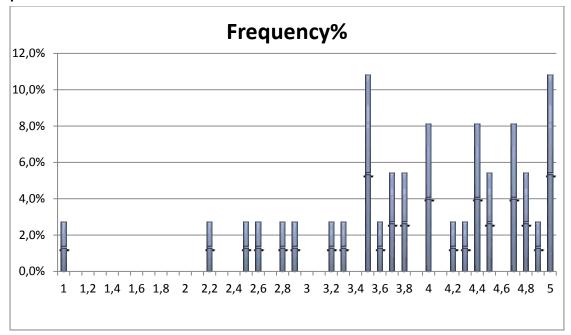


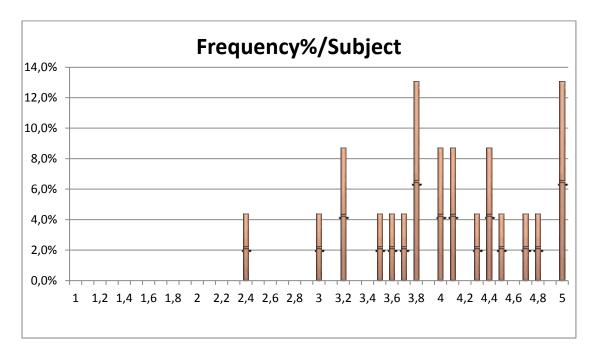
Question 4: Did the educational aids used assist the better understanding of the course?



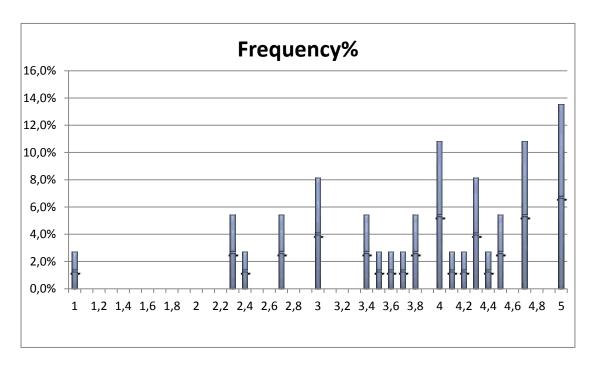


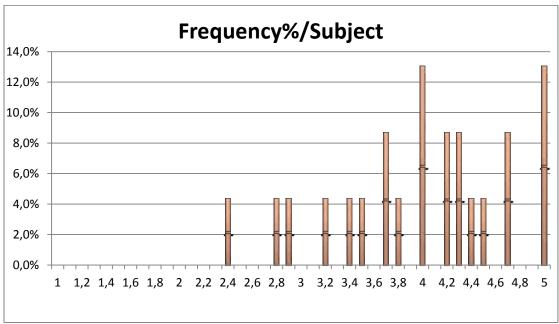
Question 5: Were the educational aids (textbook, notes, additional bibliography) provided in time?



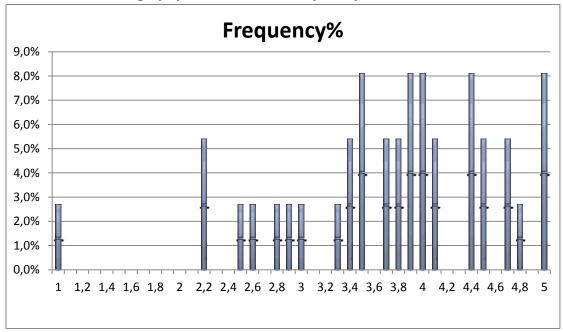


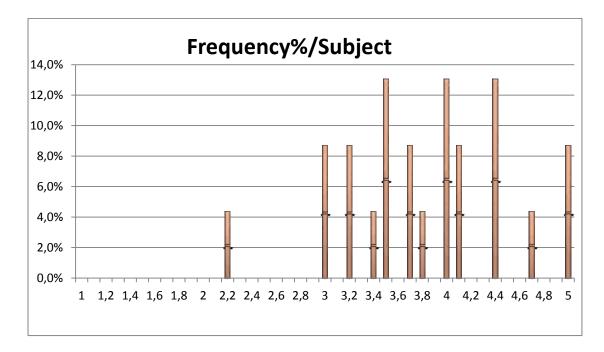
Question 6: Do you consider the main textbook(s) or notes satisfactory (does it provide state-of-the-art, high-level knowledge and bibliography?



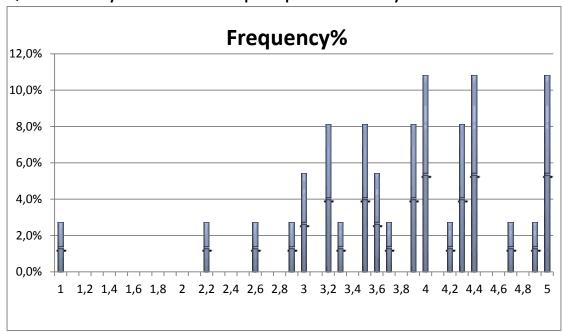


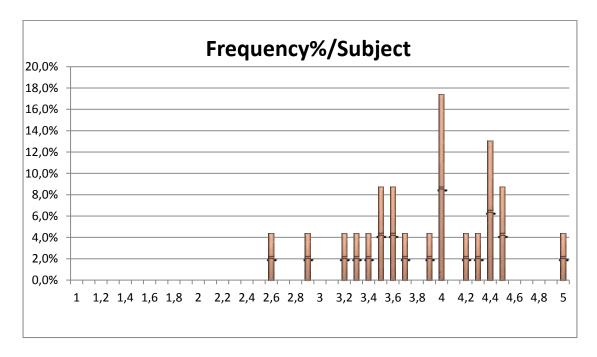
Question 7: Is bibliography in the School library easily accessible?



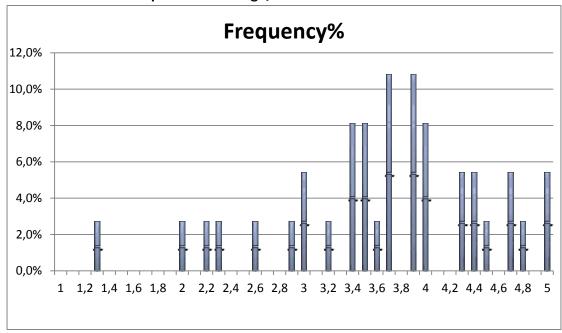


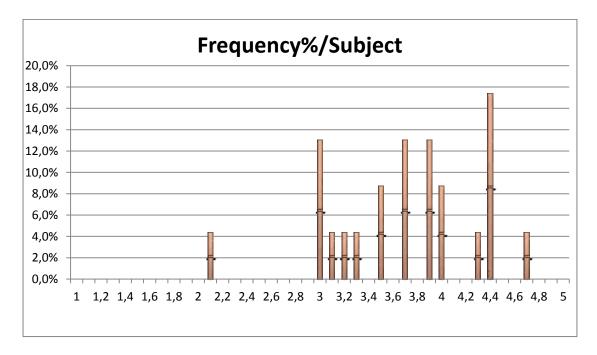
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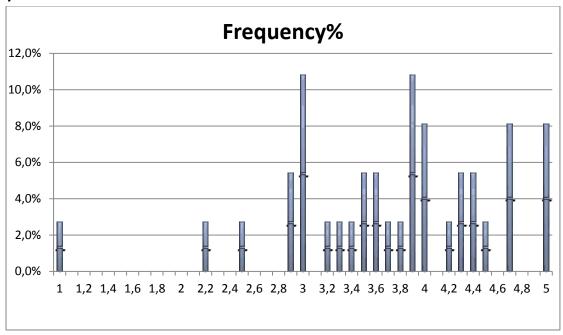


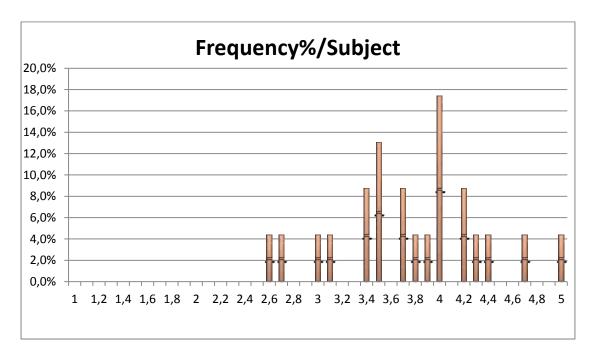
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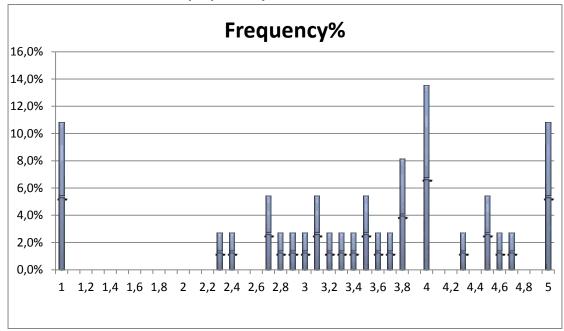


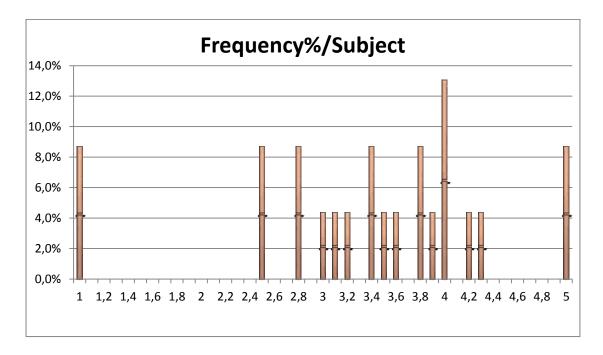
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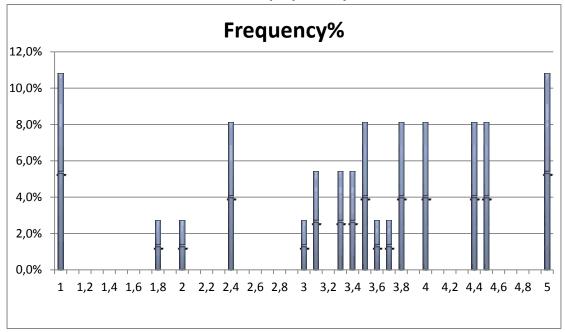


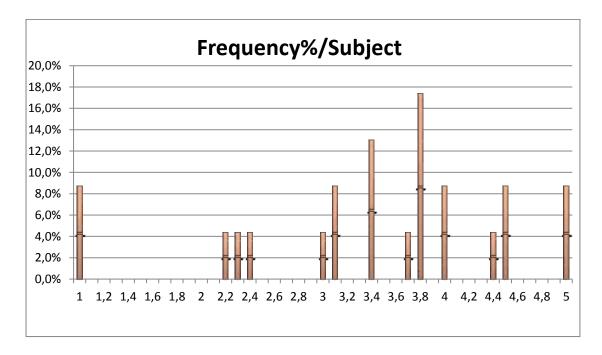
Question 11: Usefulness of preparatory courses



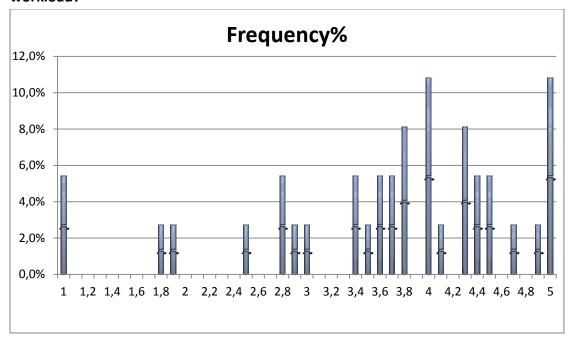


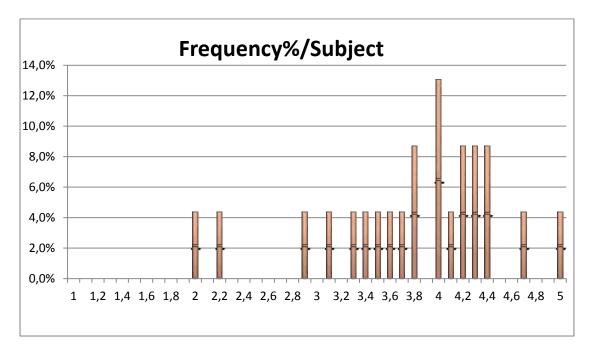
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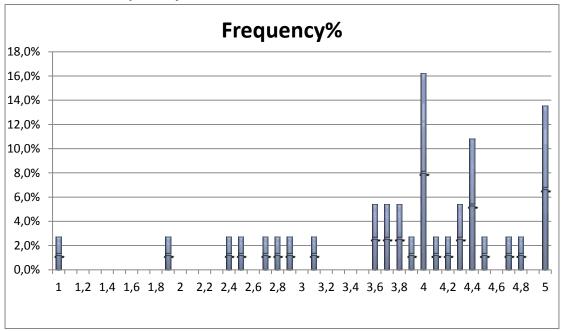


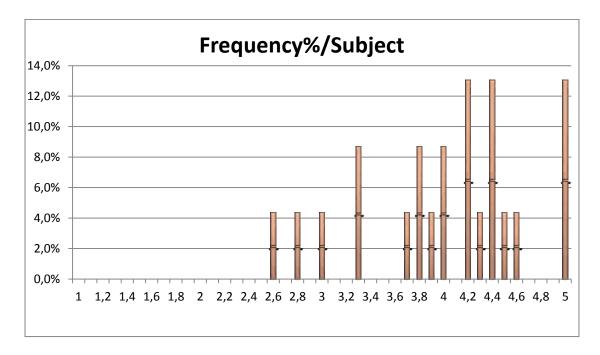
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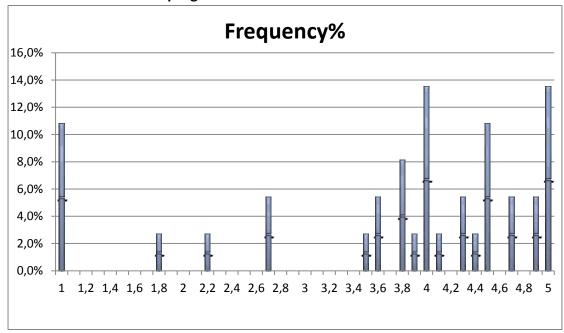


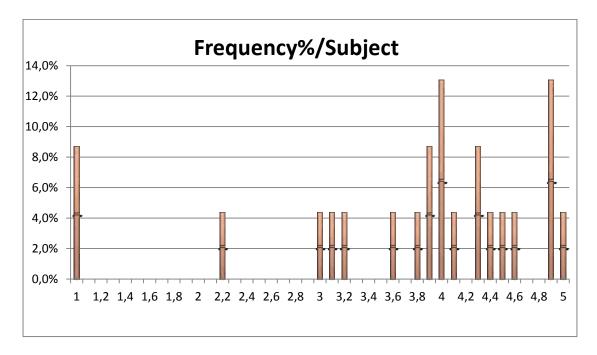
Question 14: Transparency of assessment criteria\*



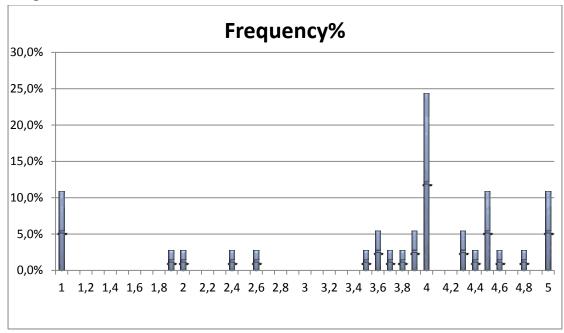


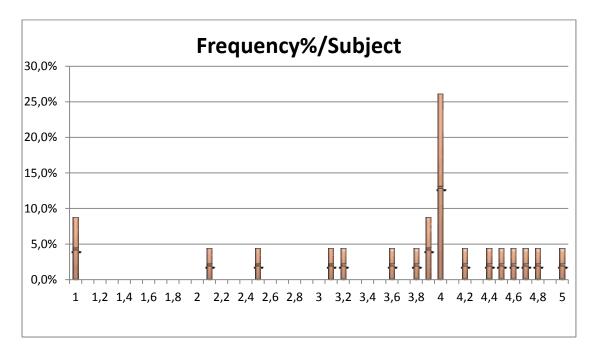
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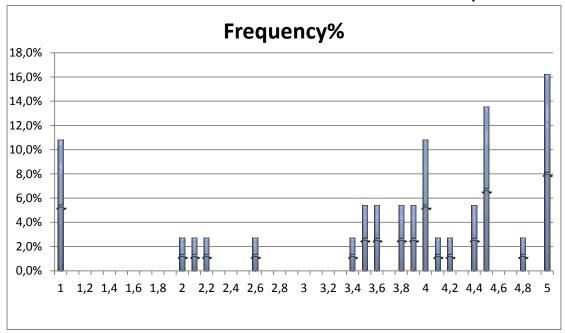


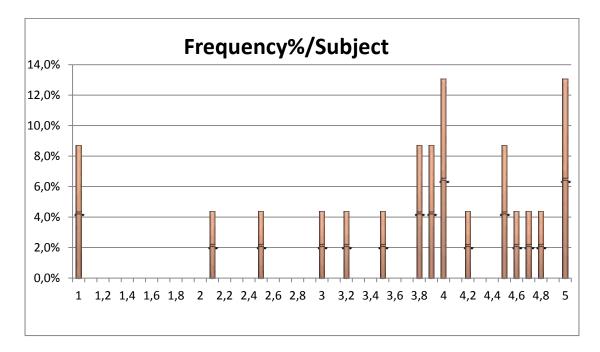
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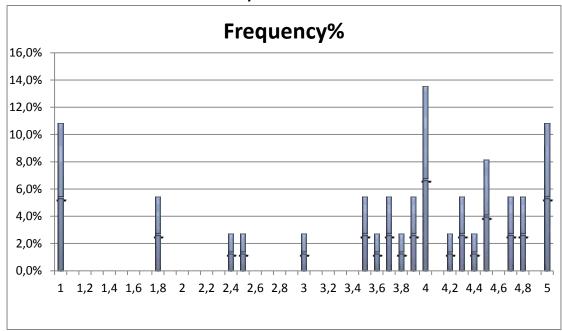


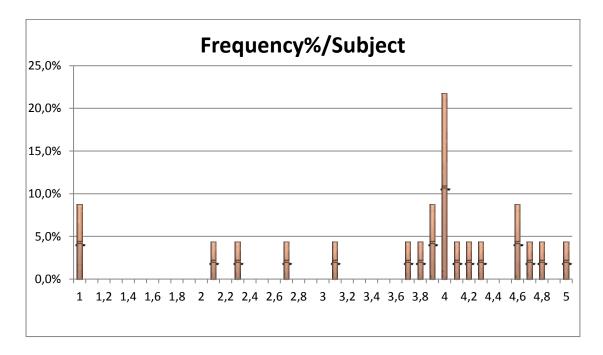
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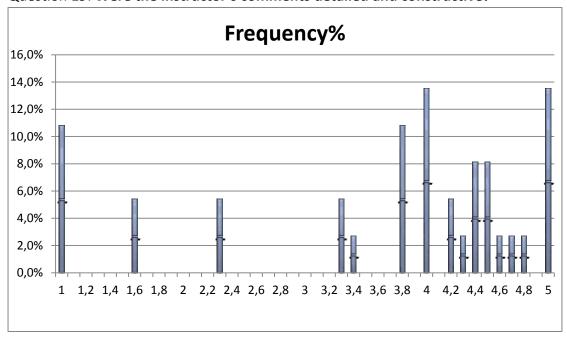


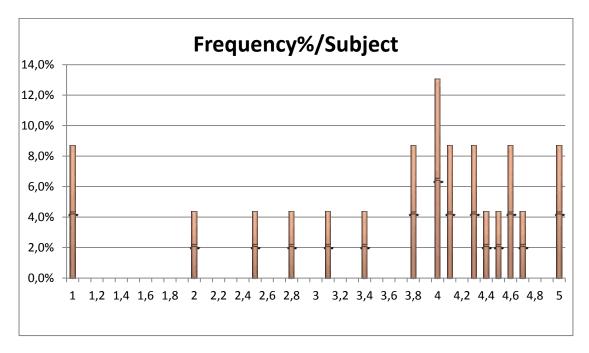
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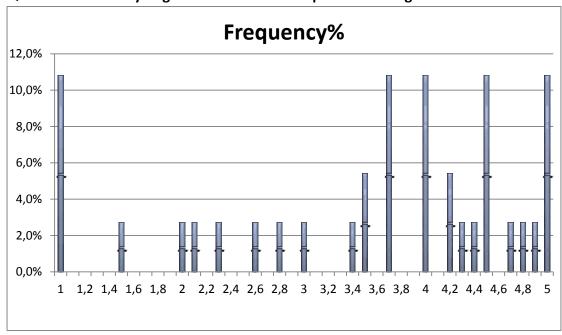


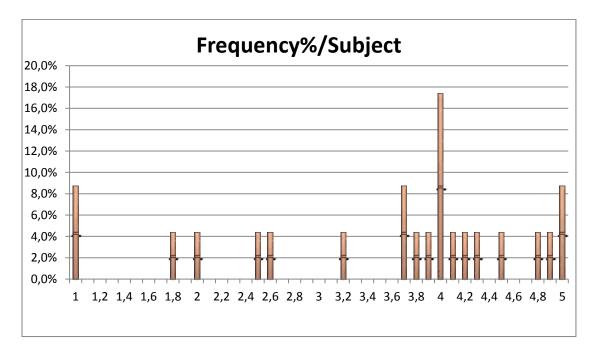
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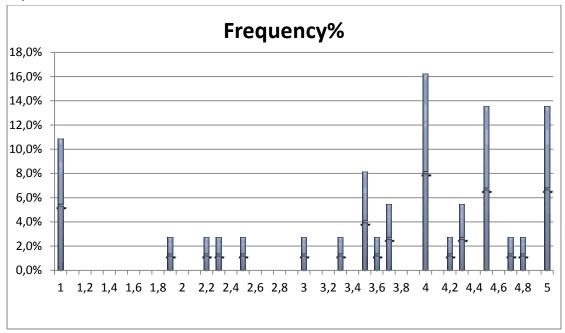


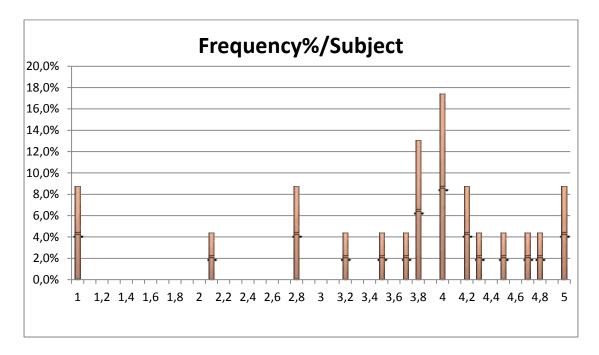
Question 20: Were you given the chance to improve the assignment?



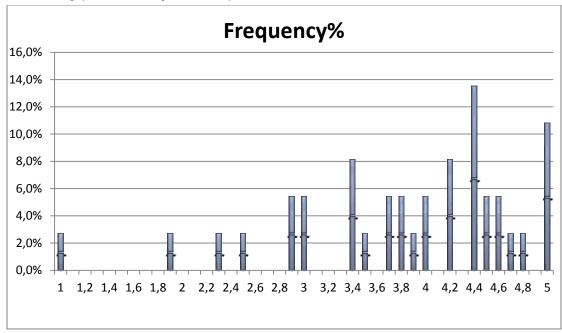


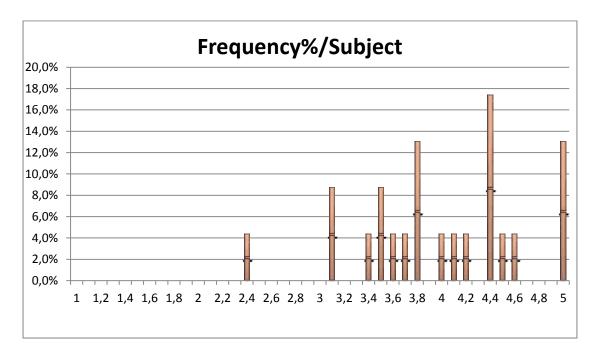
Question 21: Did the particular assignment help you to understand the particular topic?



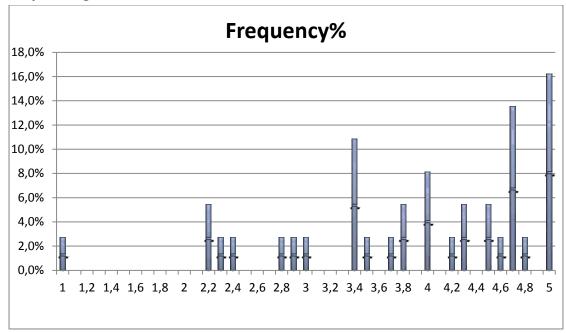


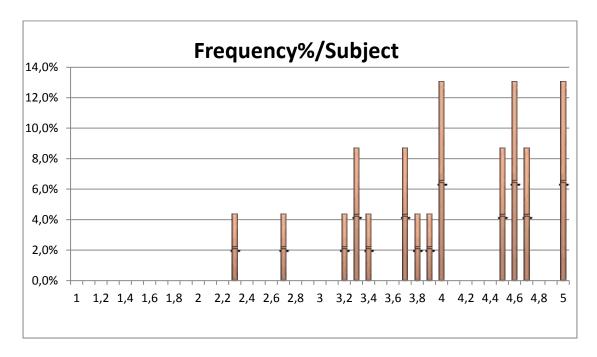
Question 22: Does the Instructor organise the material to be taught in class effectively ( use of computers etc)?\*



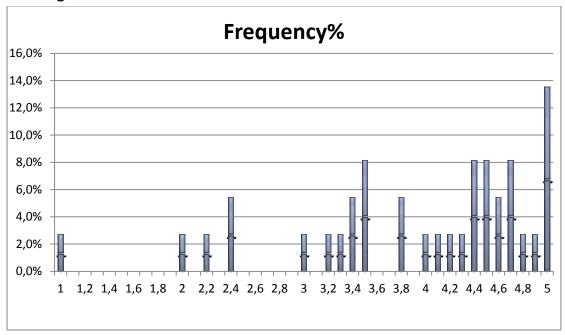


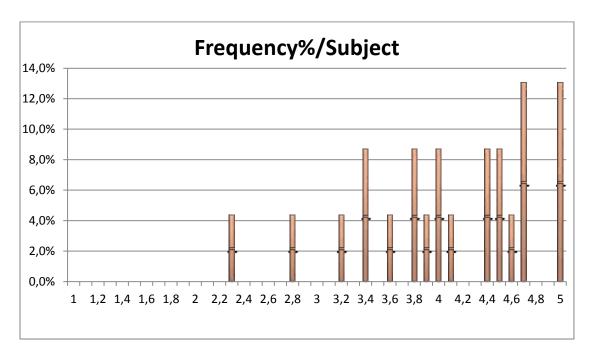
Question 23: Does the Instructor succeed in raising the interest regarding the subject taught?



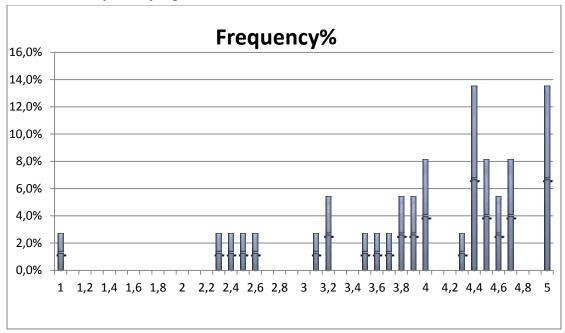


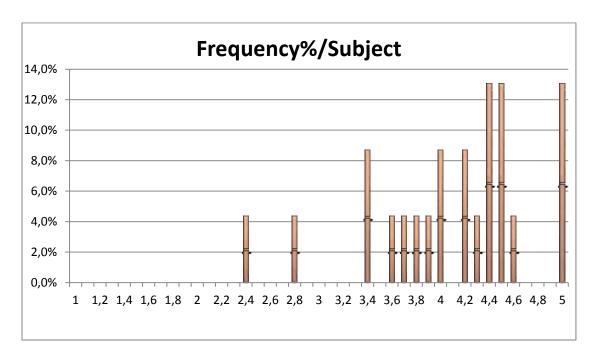
Question 24: Does the Instructor use examples to clarify ideas and subtle meanings?



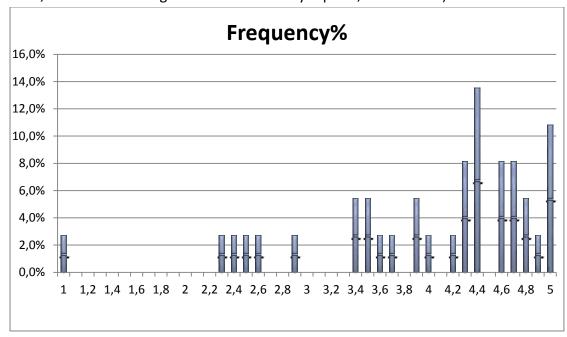


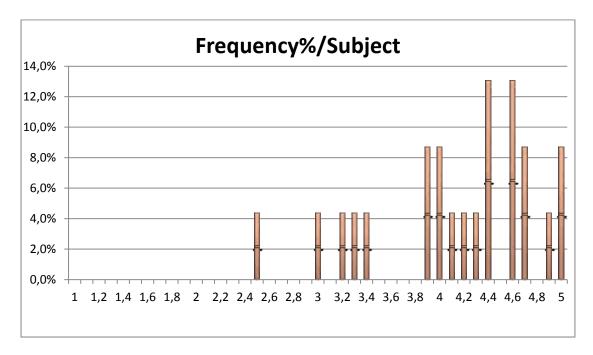
Question 25: Does the Instructor encourage Cadets to ask questions so as to further develop their judgement?



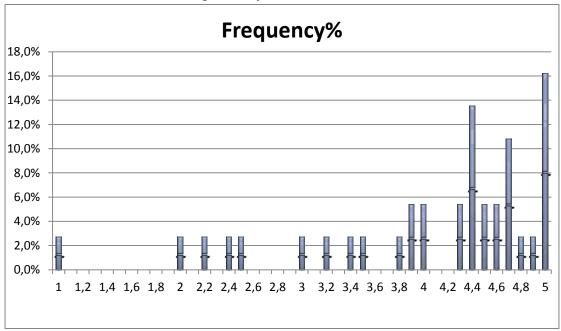


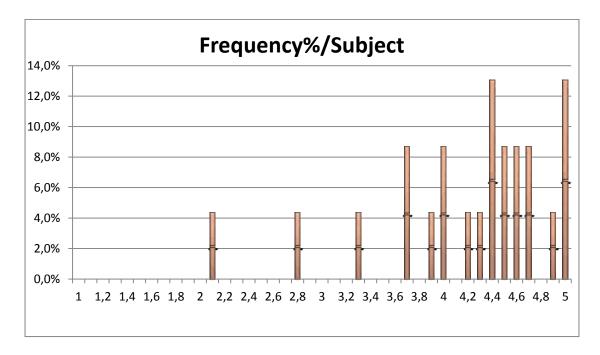
Question 26:Did the Instructor meet his/her professional obligations (in time for class, correction of assignments or laboratory reports, office hours)?



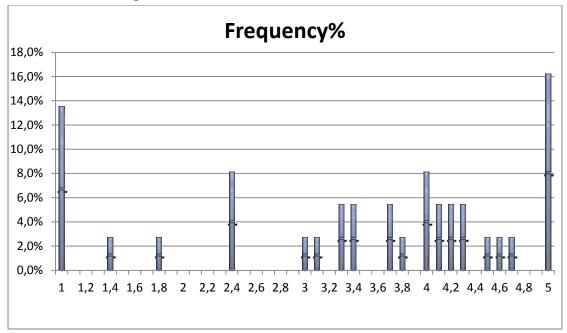


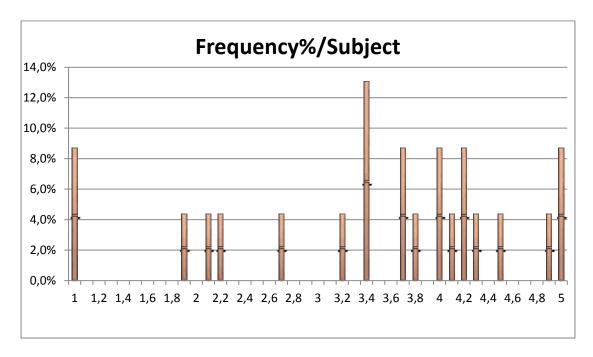
Question 27: Is the Instructor generally accessible to Cadets?



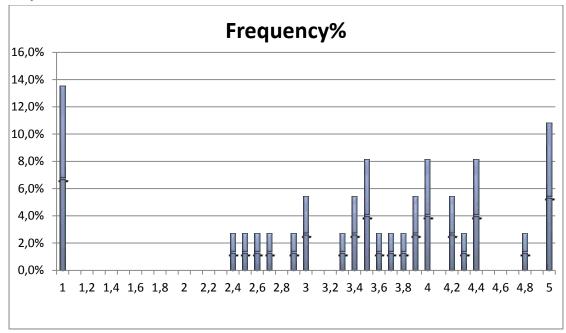


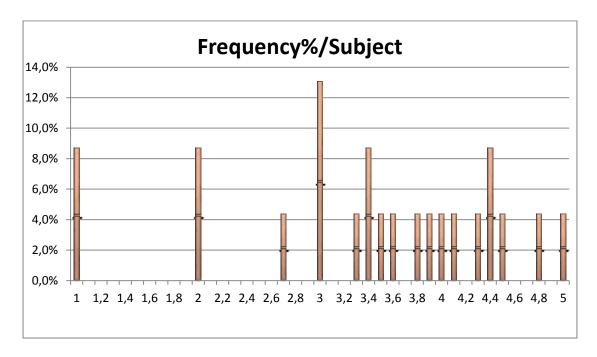
Question 28: How do you assess the Instructor's contribution to the understanding of the material taught?



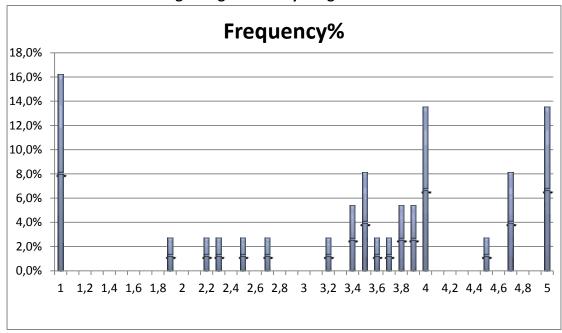


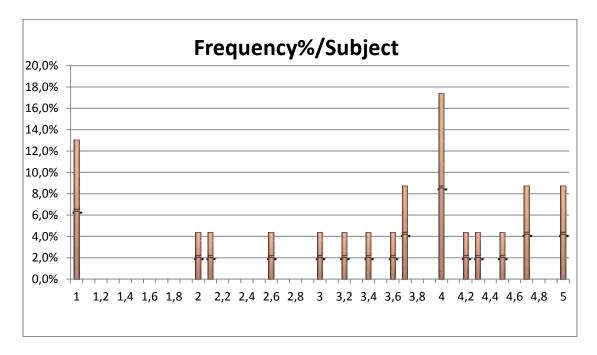
Question 29: How do you assess the level of difficulty of the laboratory regarding its year?



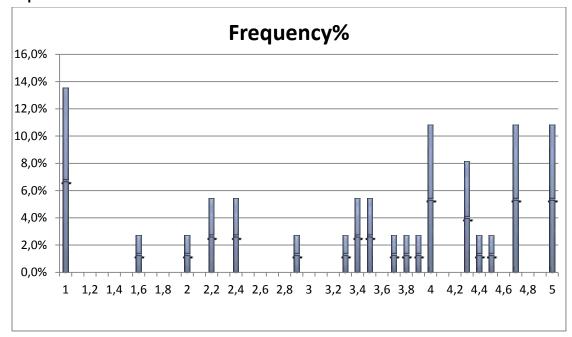


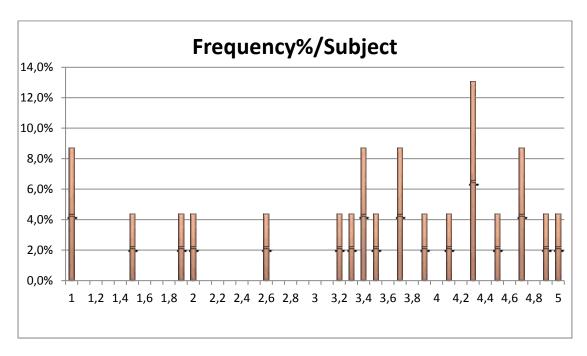
Question 30: Are notes regarding laboratory assignments sufficient?



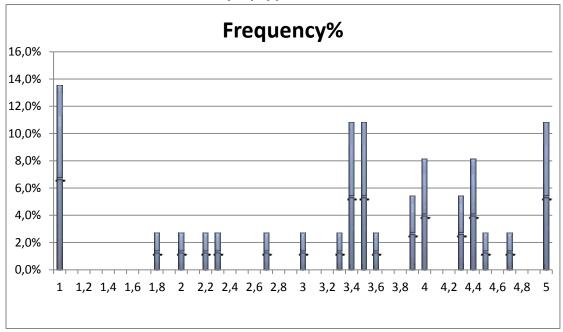


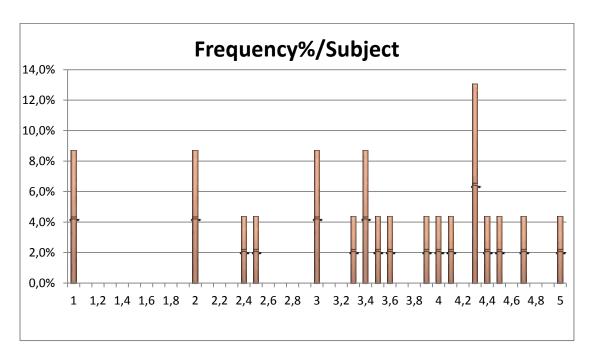
Question 31: Are basic principles of experiments and assignments clearly explained?



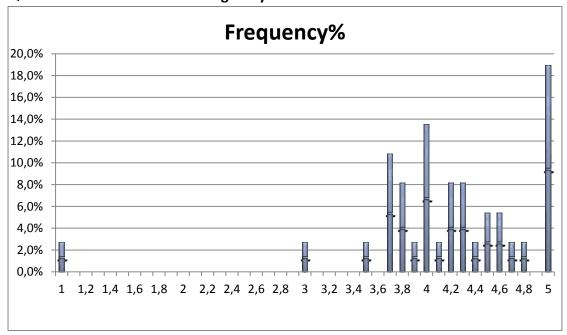


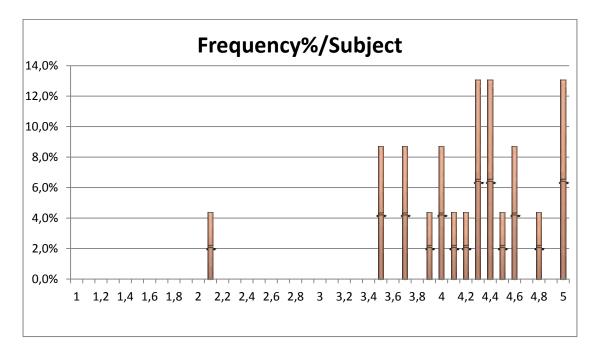
Question 32: Are laboratories fully equipped?



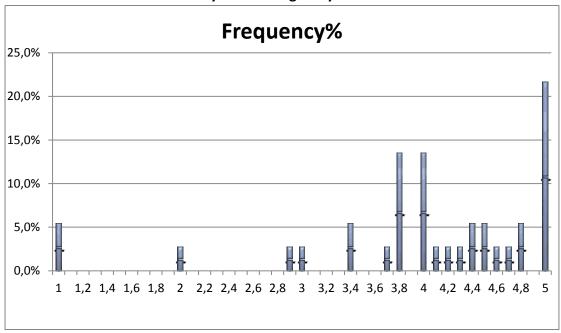


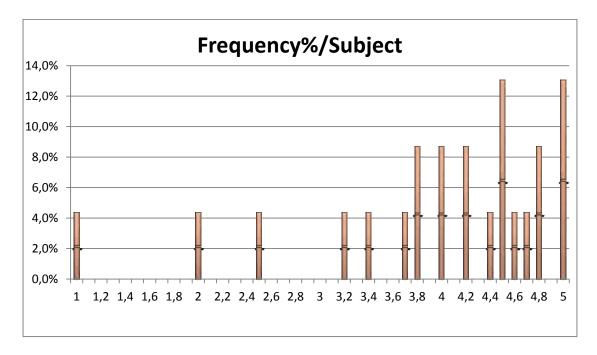
Question 33: I attend lectures regularly



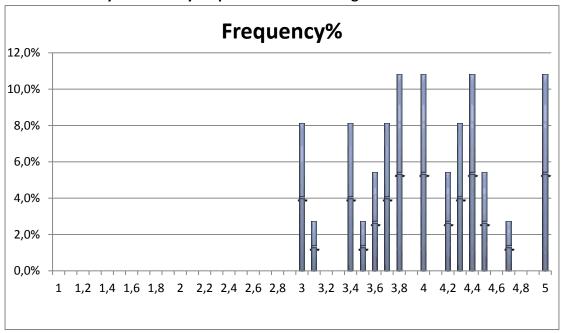


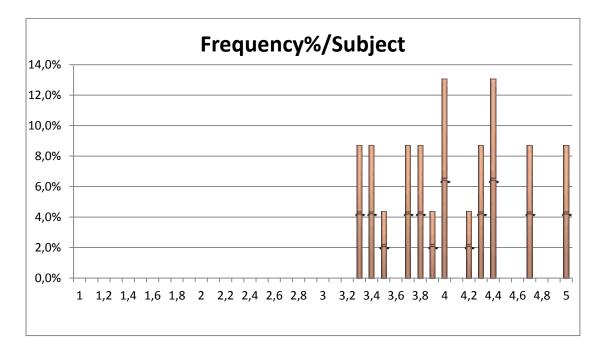
Question 34: I attend laboratory courses regularly.



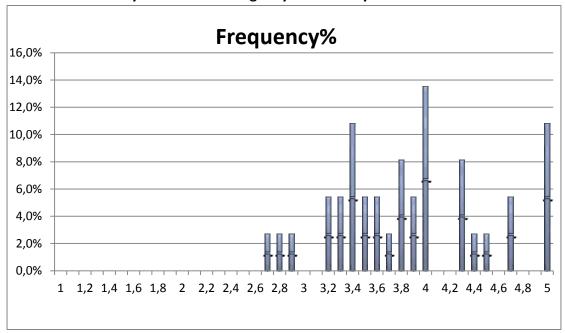


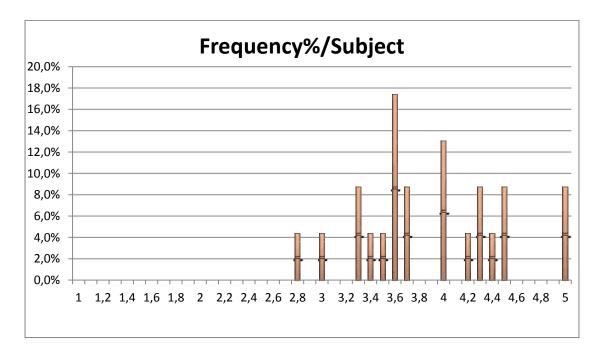
Question 35: I systematically respond to written assignments and exercises.



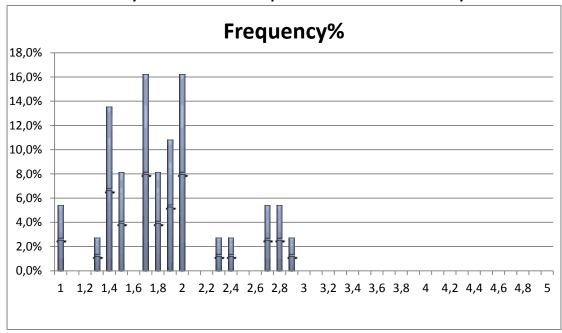


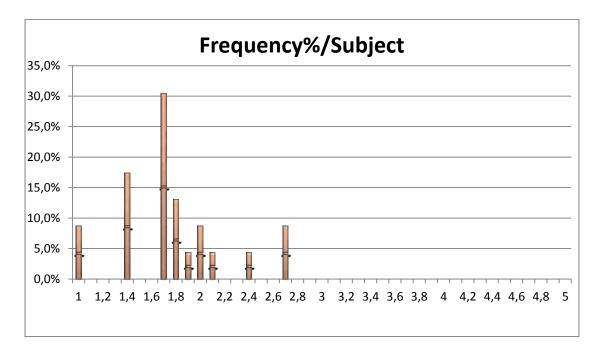
Question 36: I study the material taught systematically.





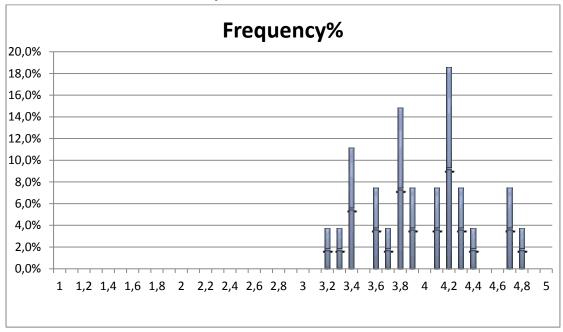
Question 37: I study the material of the particular course on a weekly basis.

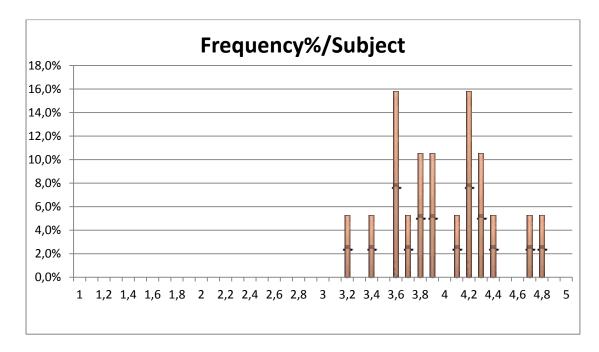




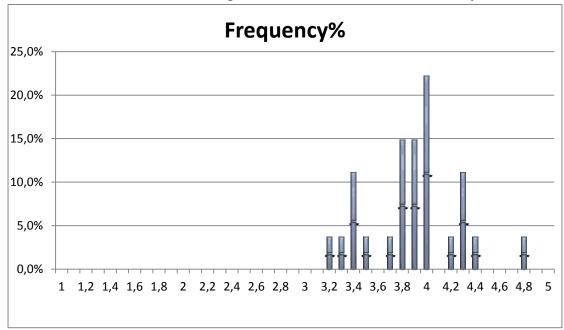
## 10.8. 8<sup>th</sup> Term

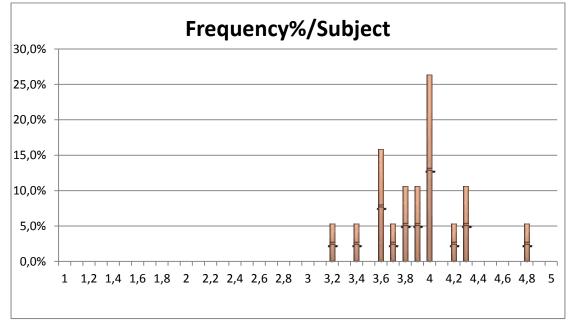
Question 1: Were the course objectives clear?\*



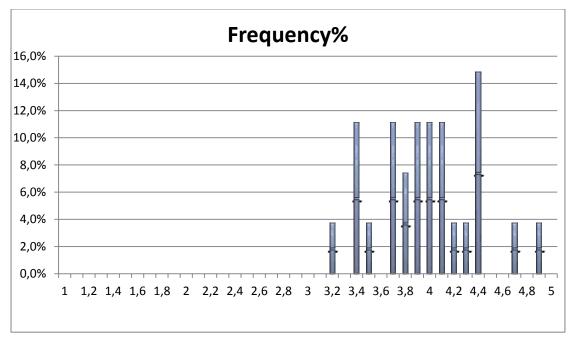


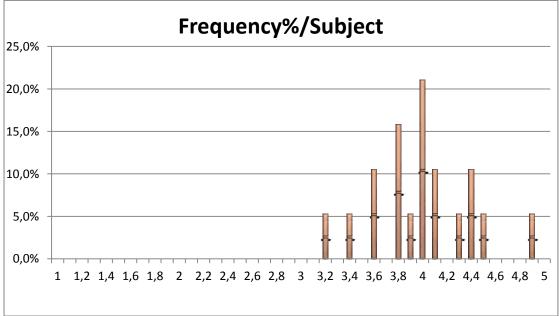
Question 2: Was the material taught in accordance with the course objectives?



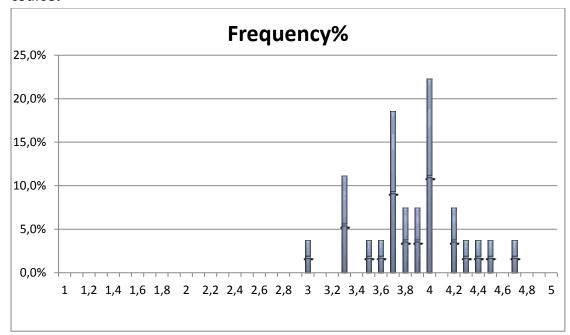


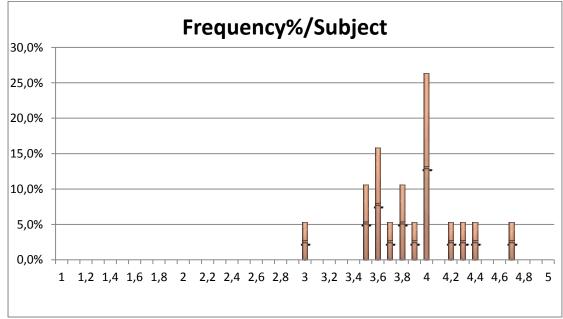
Question 3: Was the material taught well organised?



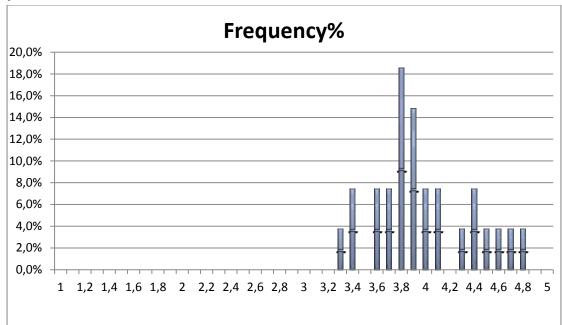


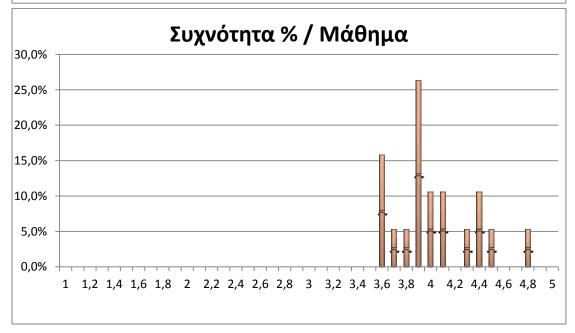
Question 4: Did the educational aids used assist the better understanding of the course?



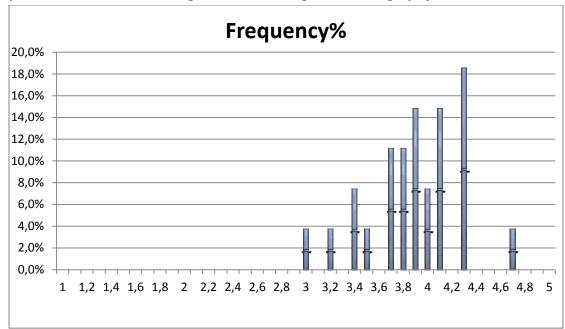


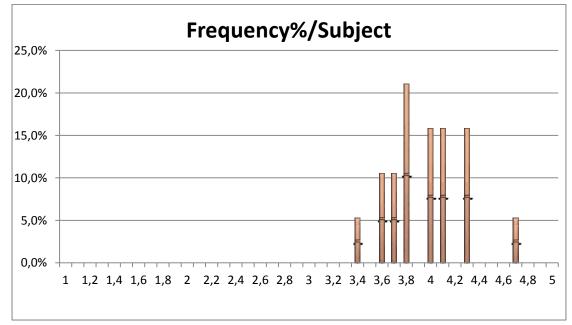
Question 5: Were the educational aids (textbook, notes, additional bibliography) provided in time?



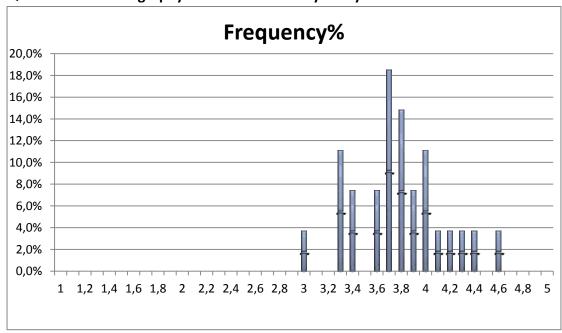


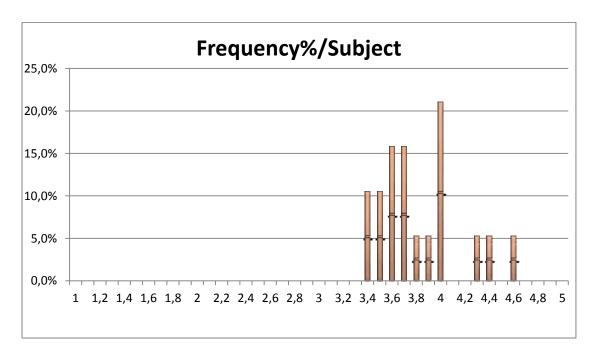
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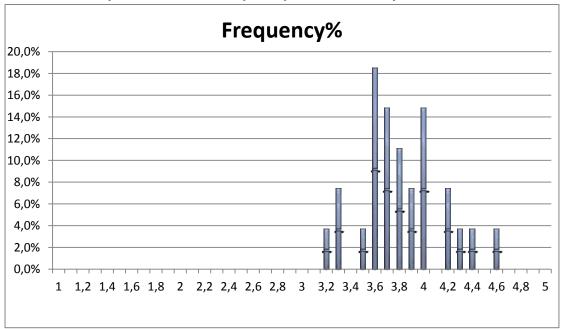


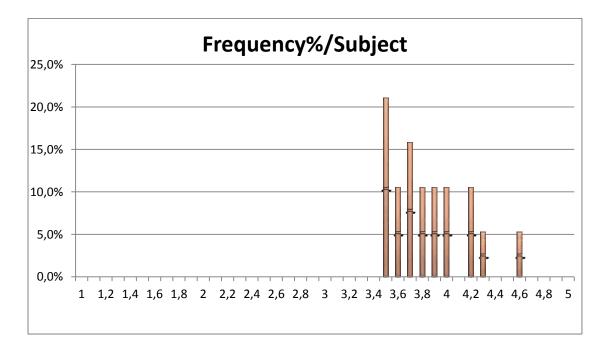
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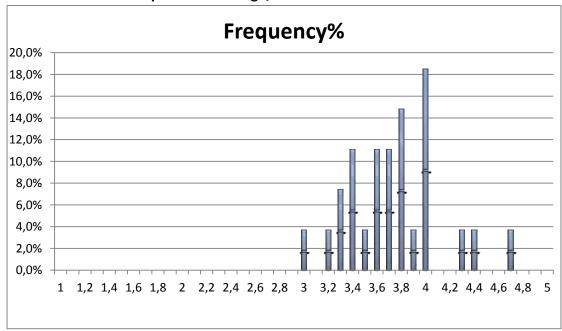


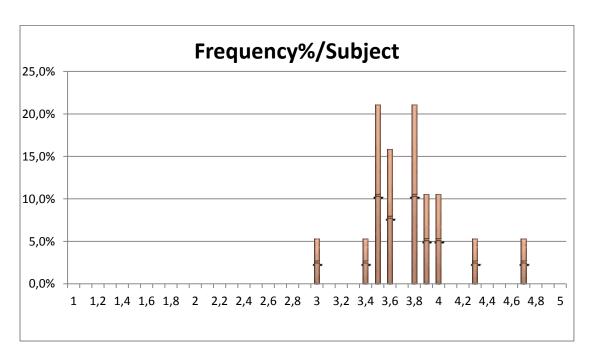
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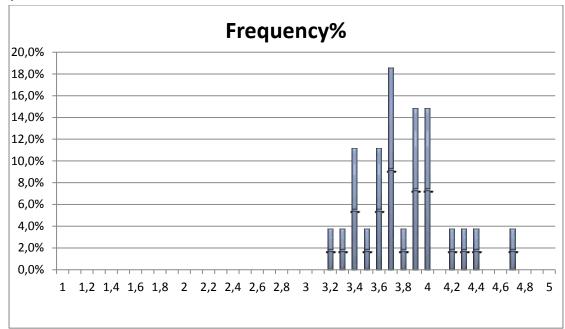


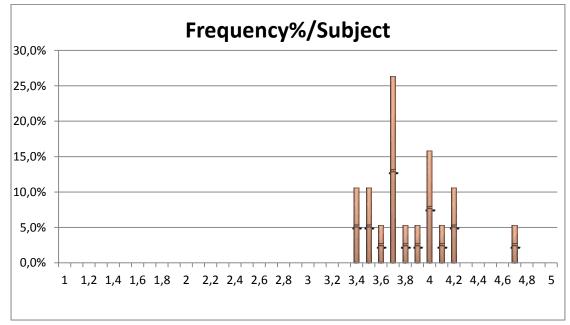
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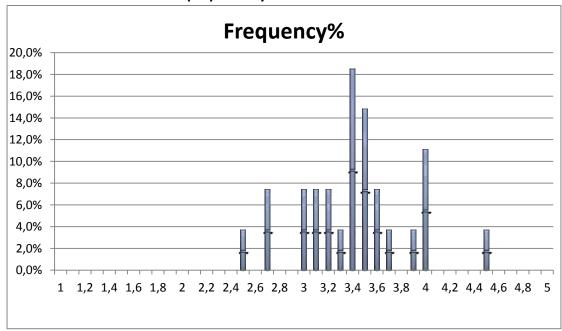


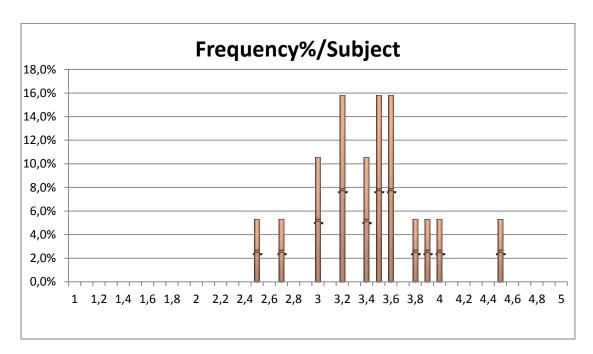
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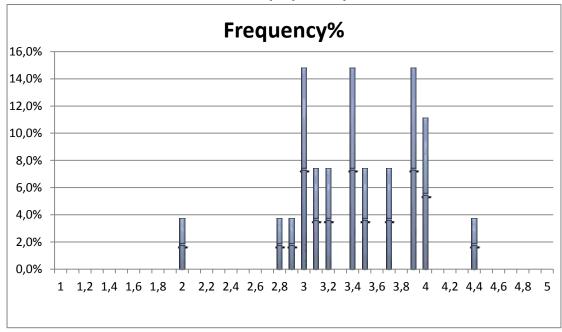


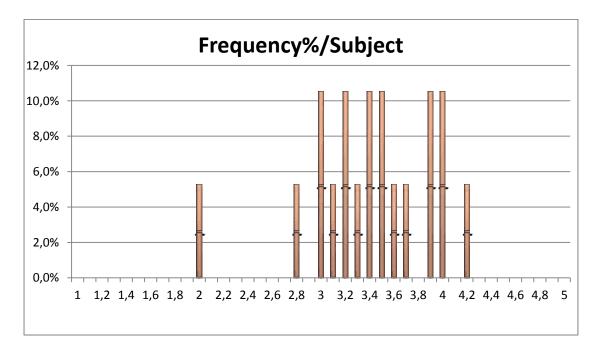
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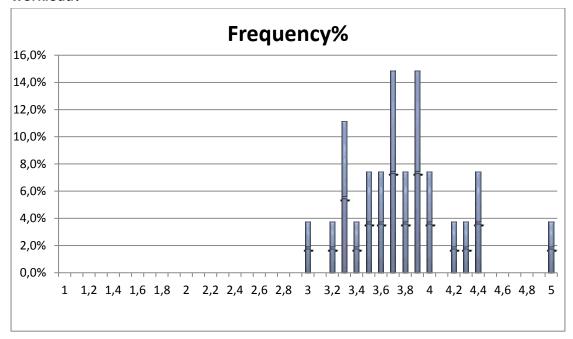


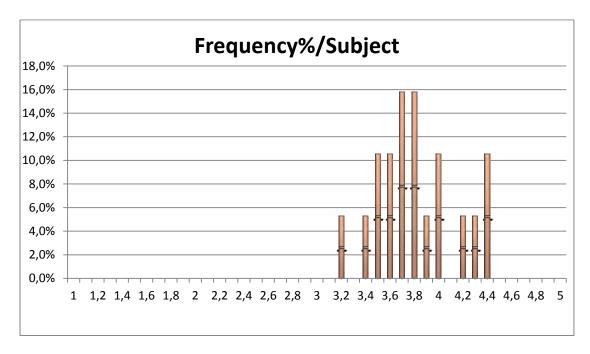
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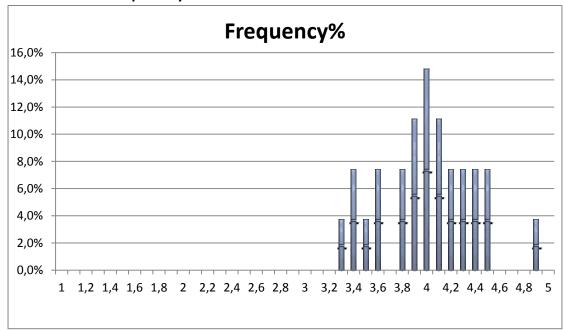


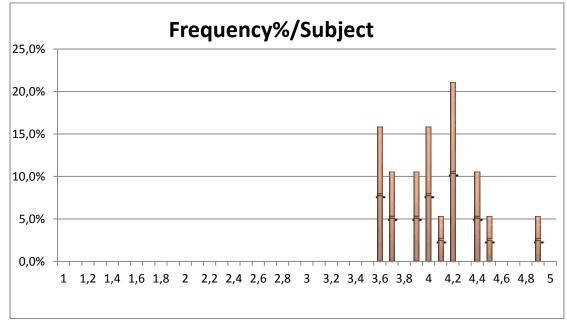
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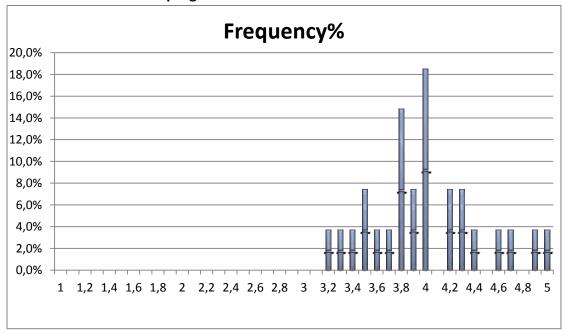


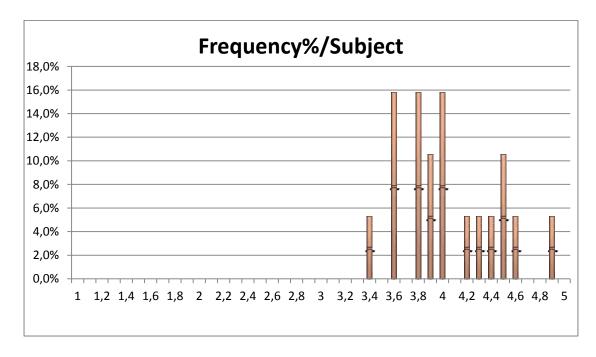
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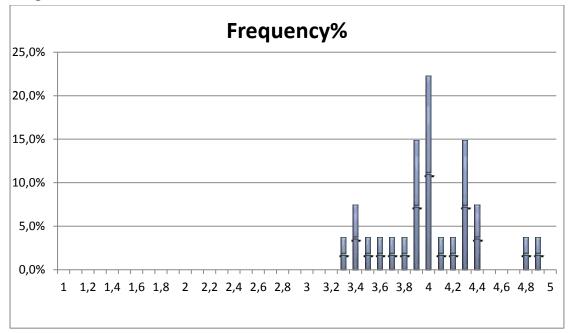


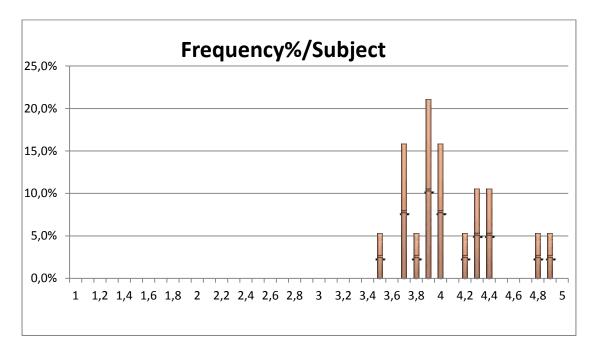
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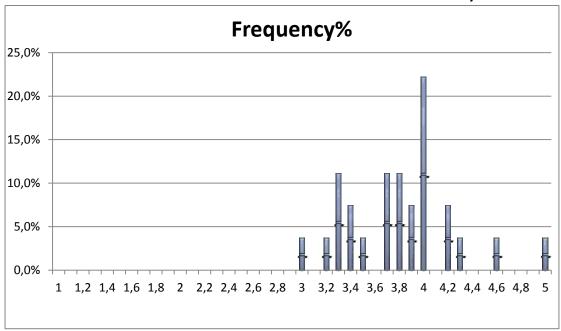


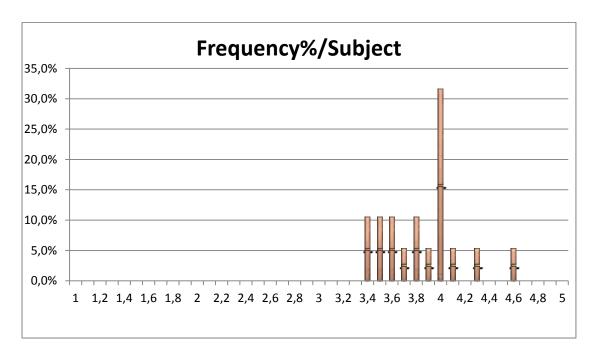
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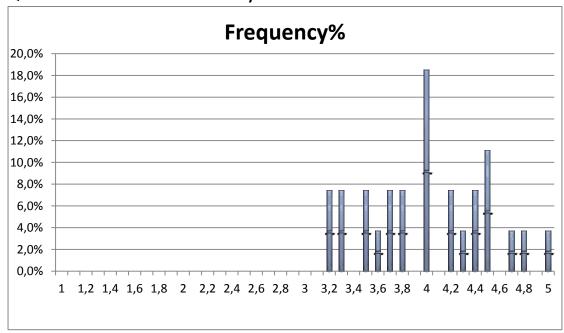


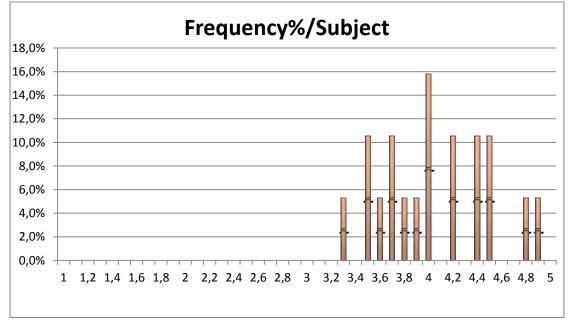
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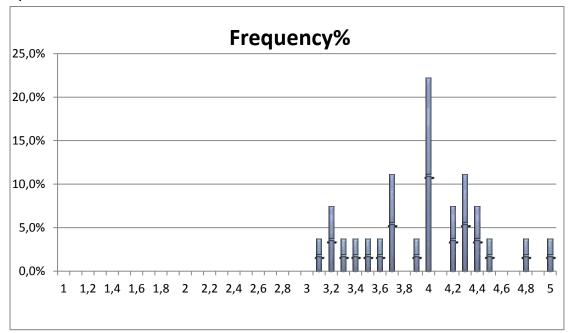


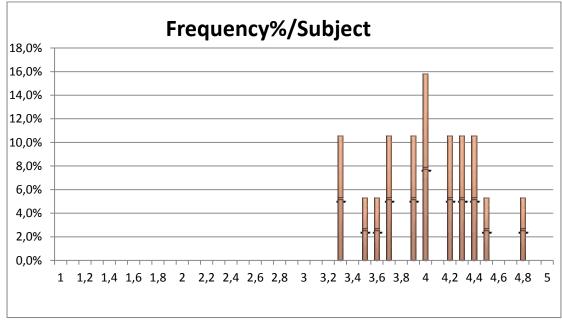
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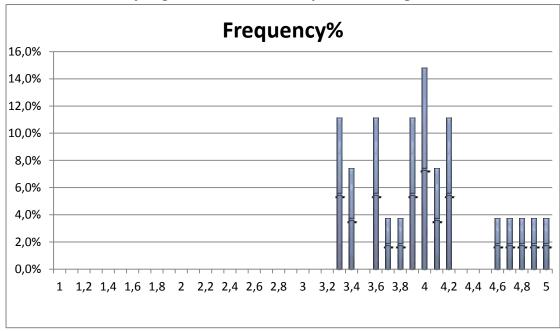


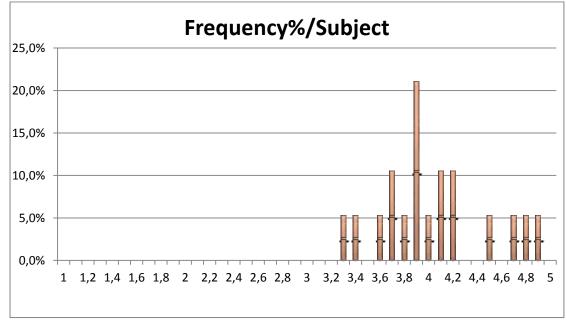
Question 19: Were the Instructor's comments detailed and constructive?



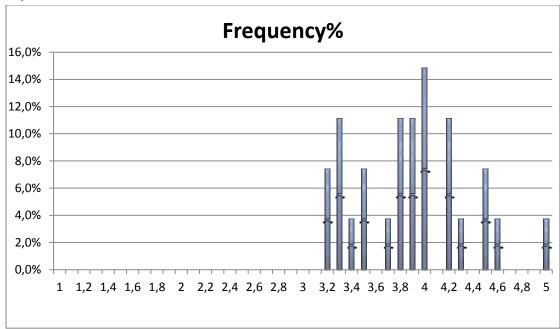


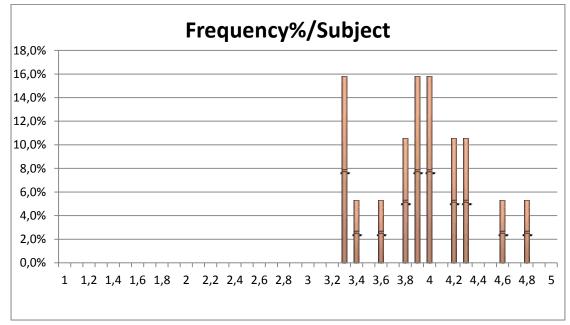
Question 20: Were you given the chance to improve the assignment?



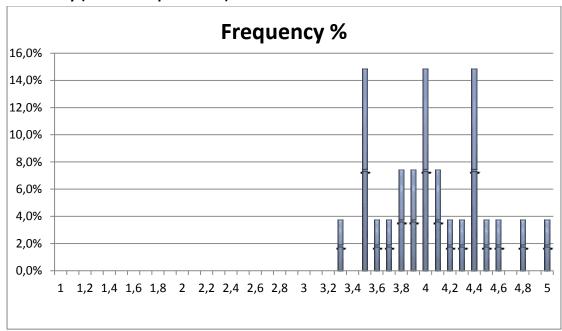


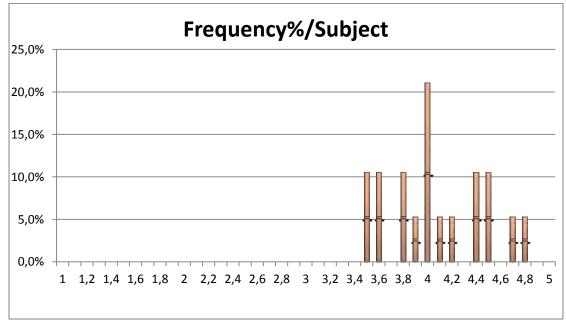
Question 21: Did the particular assignment help you to understand the particular topic?



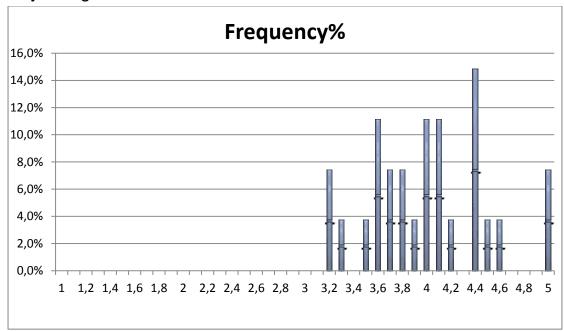


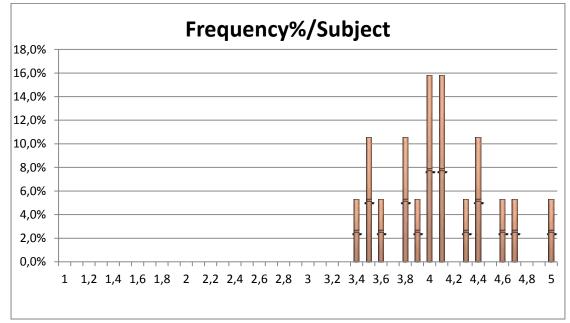
Question 22: Does the Instructor organise the material to be taught in class effectively (use of computers etc)?\*



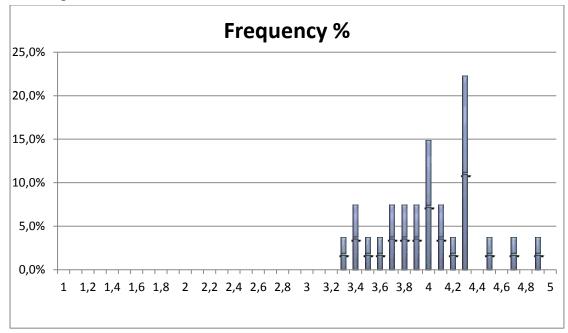


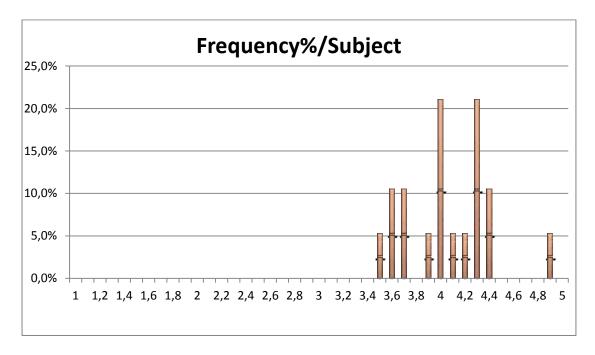
Question 23: Does the Instructor succeed in raising the interest regarding the subject taught?



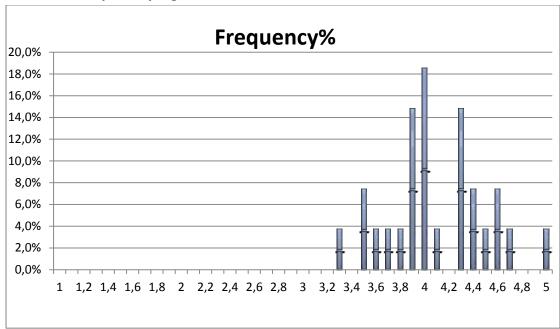


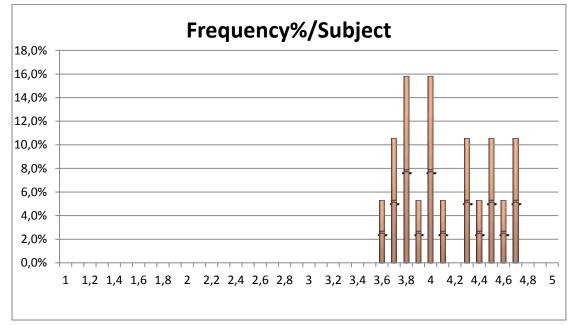
Question 24: Does the Instructor use examples to clarify ideas and subtle meanings?



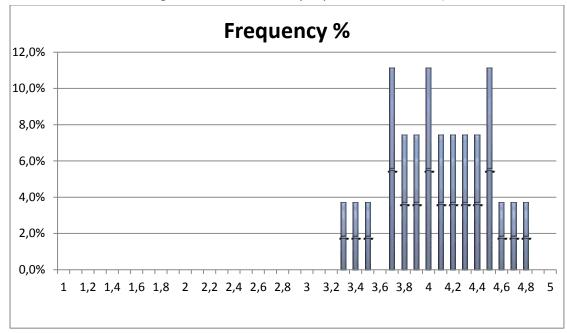


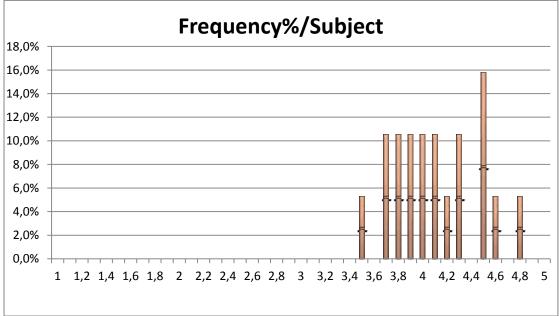
Question 25: Does the Instructor encourage Cadets to ask questions so as to further develop their judgement?



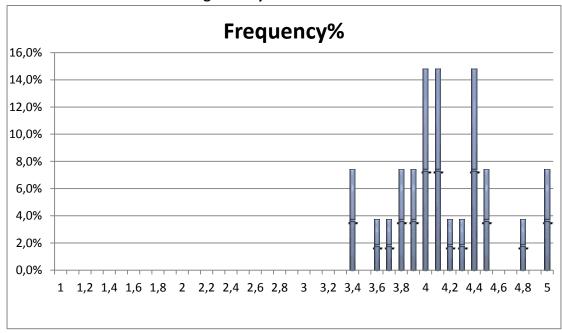


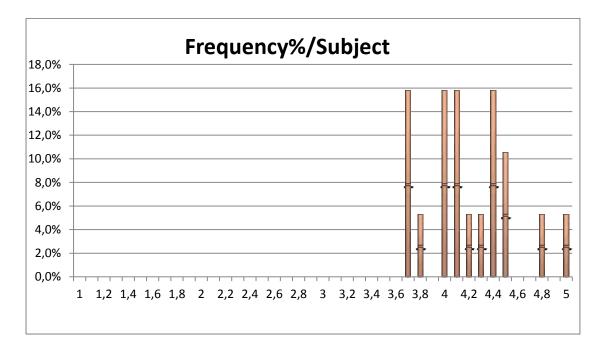
Question 26:Did the Instructor meet his/her professional obligations (in time for class, correction of assignments or laboratory reports, office hours)?



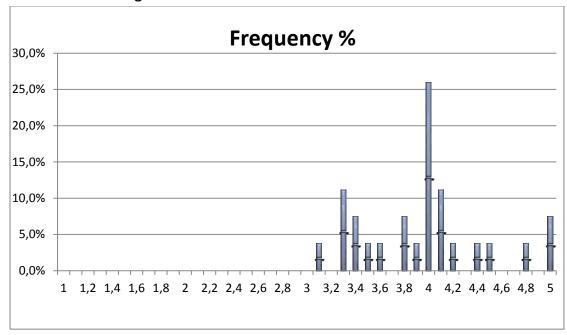


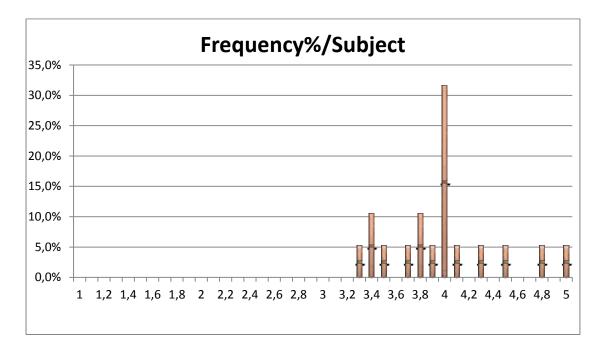
Question 27: Is the Instructor generally accessible to Cadets?



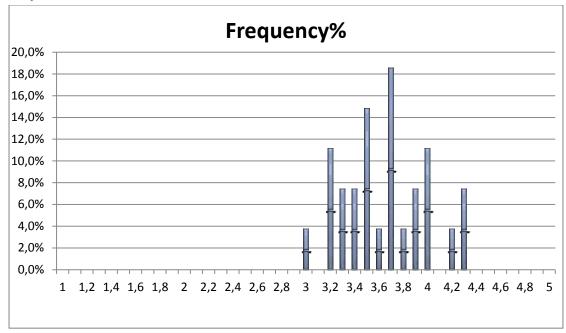


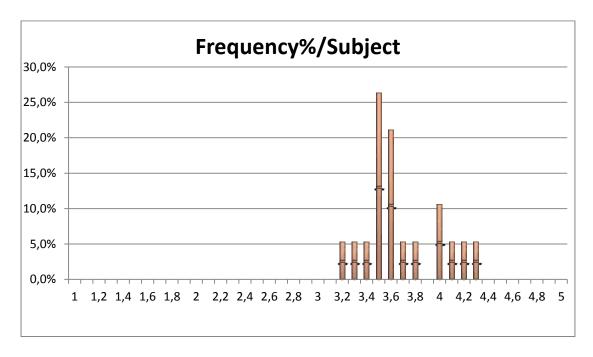
Question 28: How do you assess the Instructor's contribution to the understanding of the material taught?



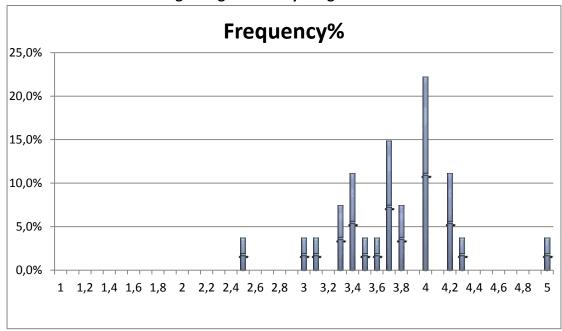


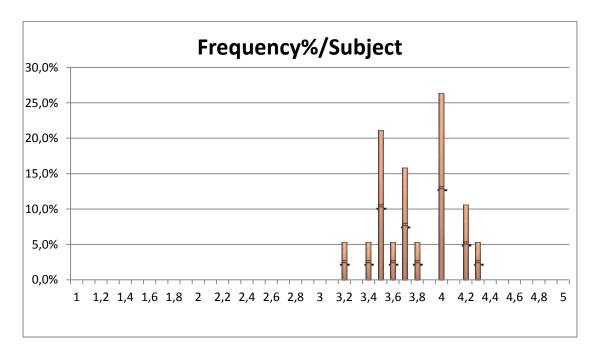
Question 29: How do you assess the level of difficulty of the laboratory regarding its year?



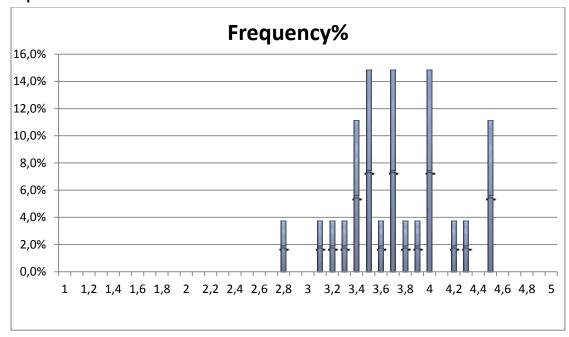


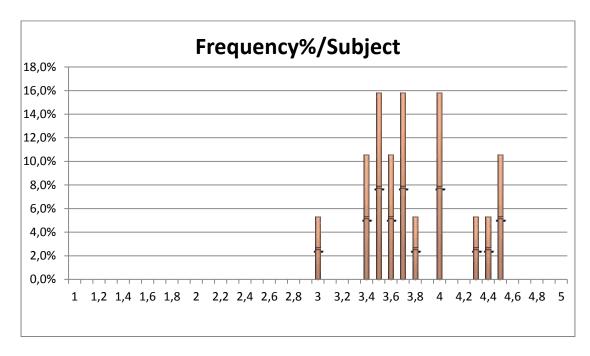
Question 30: Are notes regarding laboratory assignments sufficient?



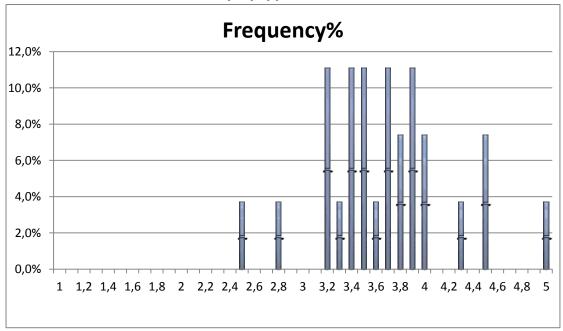


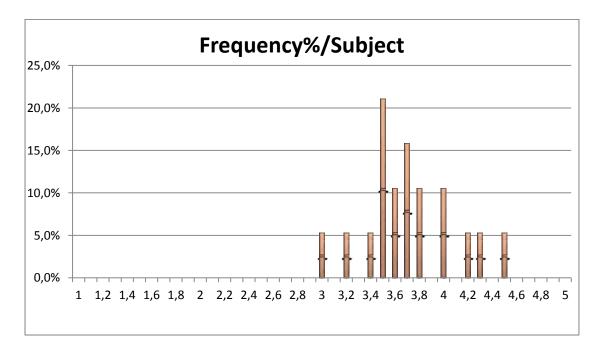
Question 31: Are basic principles of experiments and assignments clearly explained?



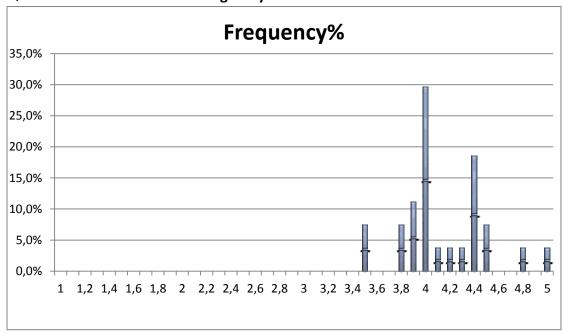


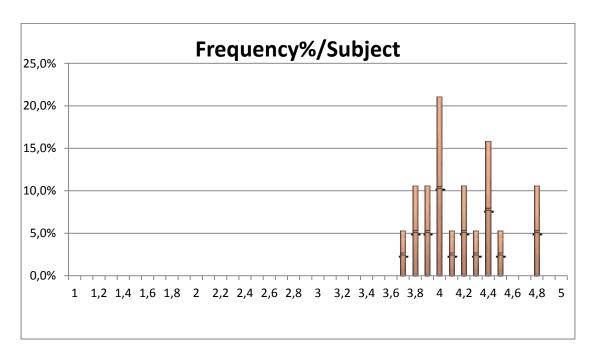
Question 32: Are laboratories fully equipped?



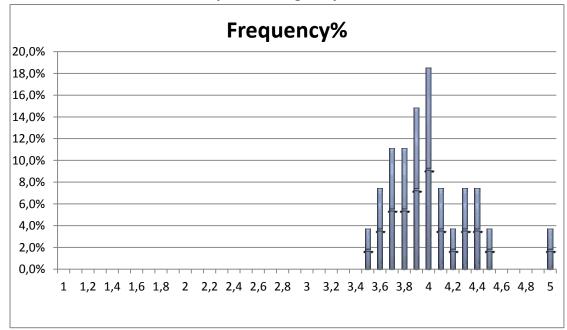


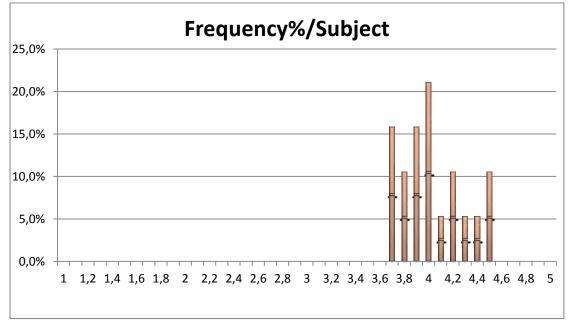
Question 33: I attend lectures regularly



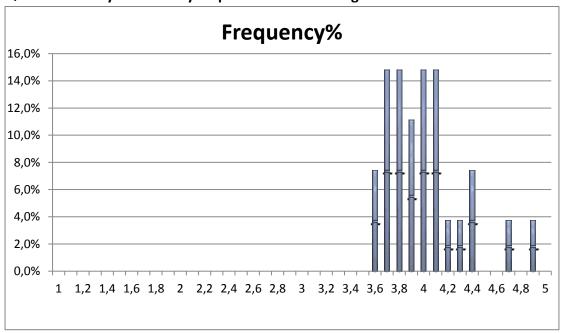


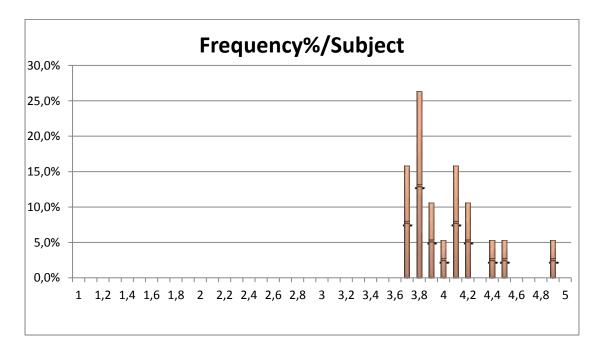
Question 34: I attend laboratory courses regularly.



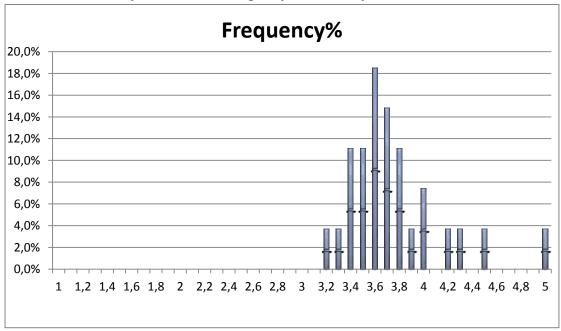


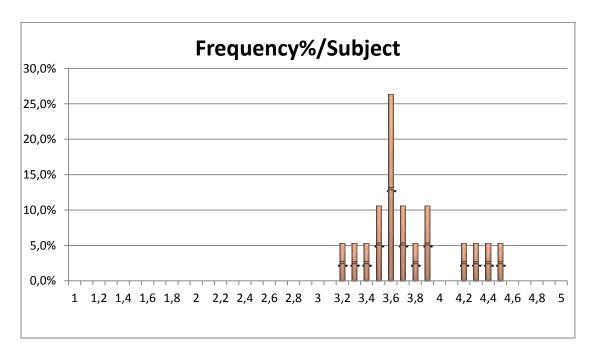
Question 35: I systematically respond to written assignments and exercises.



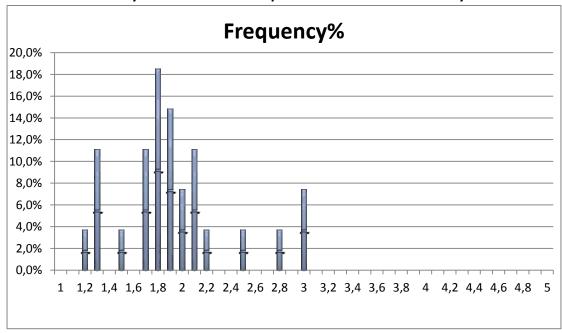


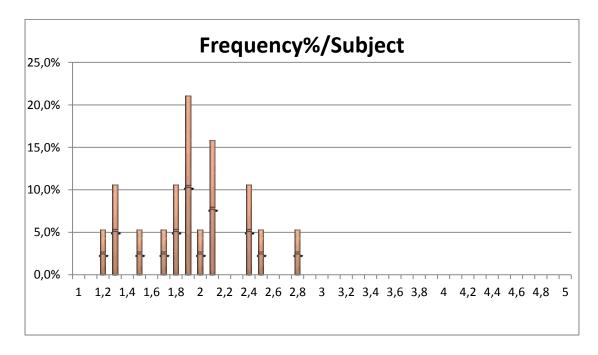
Question 36: I study the material taught systematically.





Question 37: I study the material of the particular course on a weekly basis.



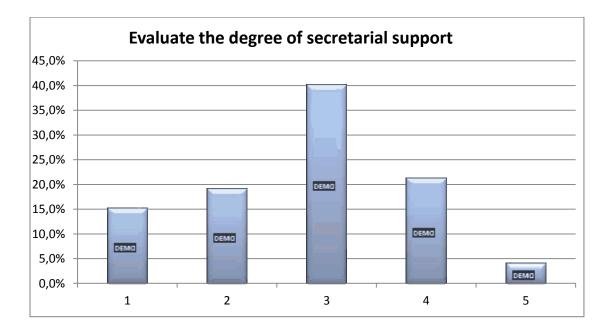


## 11. Evaluation of Provided Services

In this chapter Cadets evaluate the services (secretarial support, library etc) provided by the School. At first, in **12.1**, Diagram 1 illustrates the question/s asked regarding the provided services and the average of their rating. The graphical results of all answers are shown in **12.2**, in Diagram 1 and Diagram 2.

In **12.3**, question/s-diagrams analyse the per cent frequency of Cadets who evaluated each and every provided service on a scale 1-5.

**Example:** To the question 'Evaluate the degree of secretarial support', as shown in the first diagram, Cadets evaluated as **1** (None) 15,25%, **2** (Poor) 19,13%, **3** (Fair) 40,19%, **4** (Good) 21,31% and **5** (Very Good) 4,12% the degree of secretarial support of the Department.



## 11.1. Questions

**Table 51: Provided Services Questions** 

S/N	Questions	AVERAGE	
Q1	Assess the degree of secretarial support (Regiment)	2.80	
Q2	To what degree is secretarial support necessary in each and every Department?		
Q3	Is the number of volumes housed in the library sufficient for Cadets as well as the prestige of the School?		
Q4	How often do you visit the library?	2.60	
Q5	Are working hours of the library satisfactory?	3.37	
Q6	How do you assess the Logistics services regarding the maintainance of the school?	2.21	
Q7	How do you assess the quality of meals?	2.30	
Q8	How do you assess the suitability of the restaurant premises?	3.33	
Q9	Do you believe that a private catering company would suit the needs of Cadets more effectively? (Cooks-Waiters)	YES 67% NO 33%	
Q10	How do you assess the provided medical care?	3.11	
Q11	What is the frequency of your visits to surgeries?	1.90	
Q12	Are your quarters suitable for rest and study?	3.01	
Q13	How do you assess your quarters and bath?	2.82	
Q14	Is infrastructure of leisure facilities suitable for creativity and entertainment?	2.41	
Q15	Are sports facilities suitable for physical exercise and improvement of physical ability?	3.57	
Q16	How do you assess the number of leisure and sports areas?	3.26	
Q17	How do you assess the provided services regarding the Cadets' transport when on leave?	2.13	
Q18	Is facilities maintainance staff helpful?	2.40	
Q19	Is repair of damages immediate?	1.86	
Q20	Is Convalescent Room staff sufficient?	3.02	
Q21	How do you assess doctors' conduct?	3.21	
Q22	Is Convalescent Room staff sufficient during non-working hours and weekends?	3.00	
Q23	Is arrival time to 401 Army General Hospital of Athens satisfactory?	3.34	

Internal Evaluation Report – HAA September 2014

# **11.2.** Diagram of Provided Services

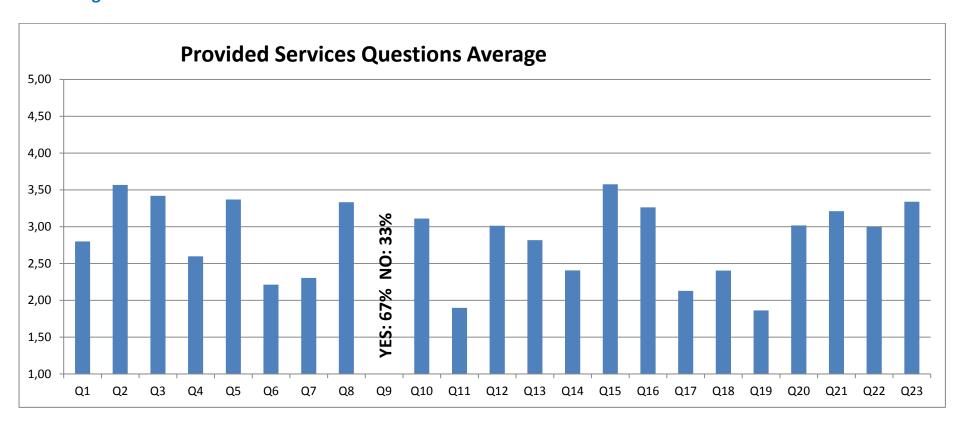


Figure 12: Results – Average from Questionnaire 'Evaluation of Provided Services'.

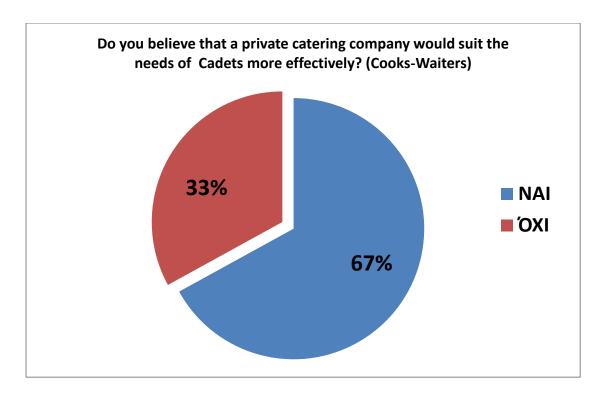
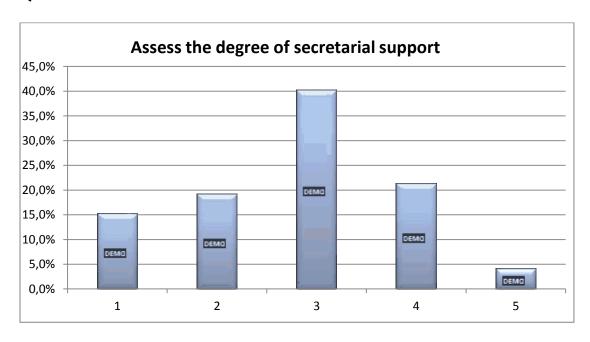


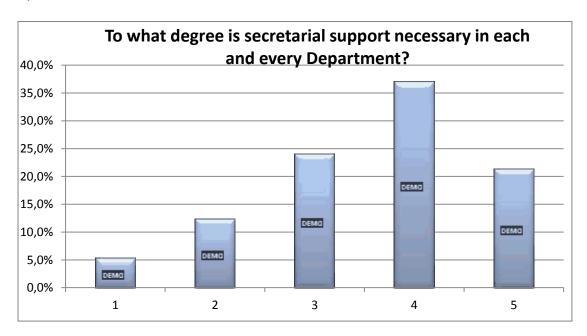
Figure 13: Graphical Illustration of Question Q9 result.

## 11.3. Provided Services Diagrams – Analytically

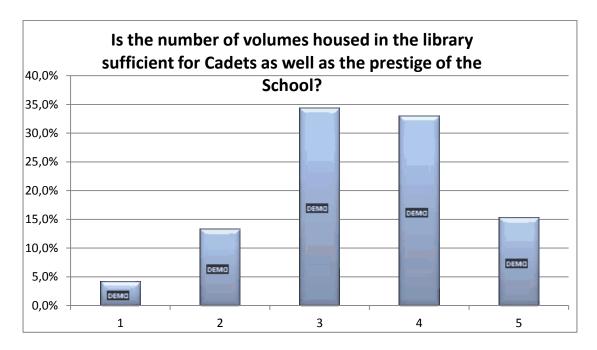
#### Question 1:



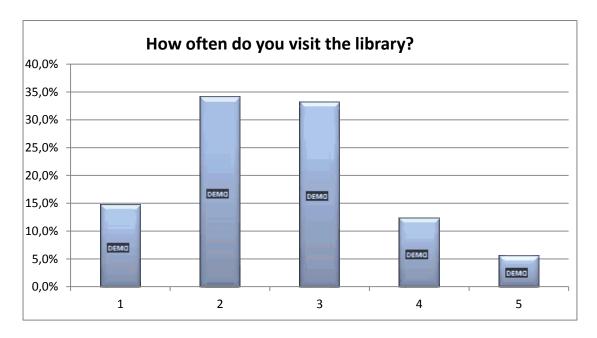
## Question 2:



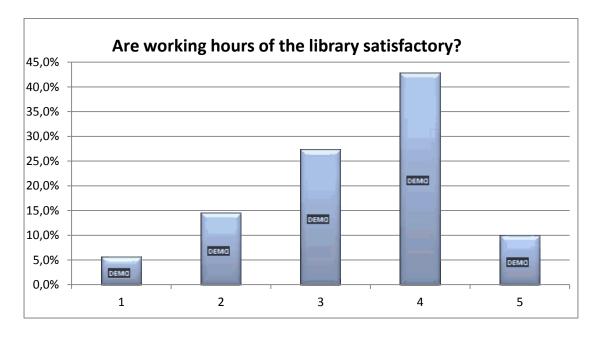
## Question 3:



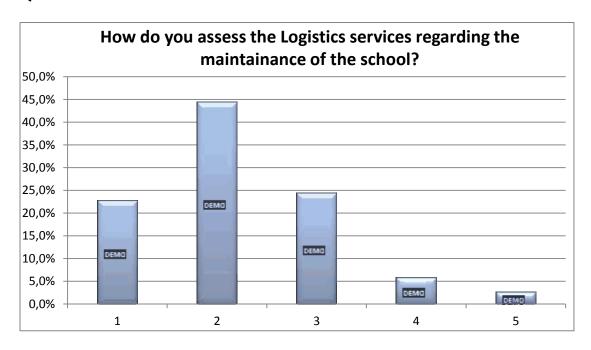
## Question 4:



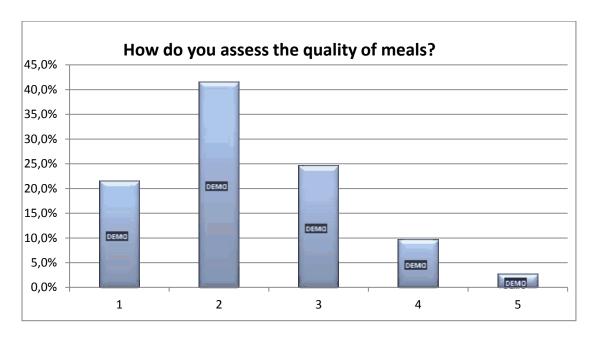
## Question 5:



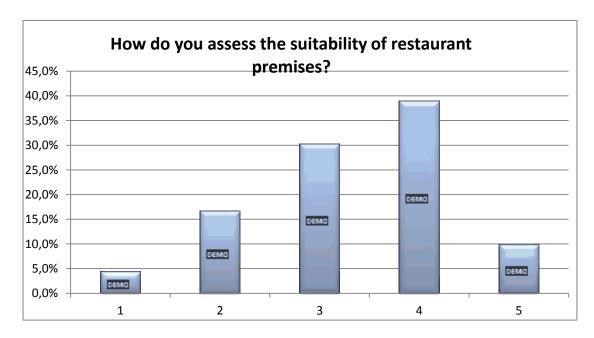
## Question 6:



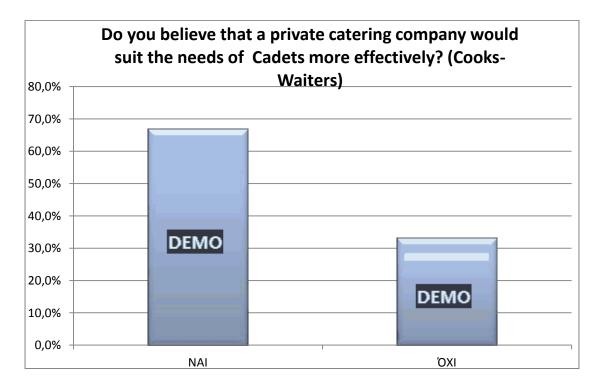
## Question 7:



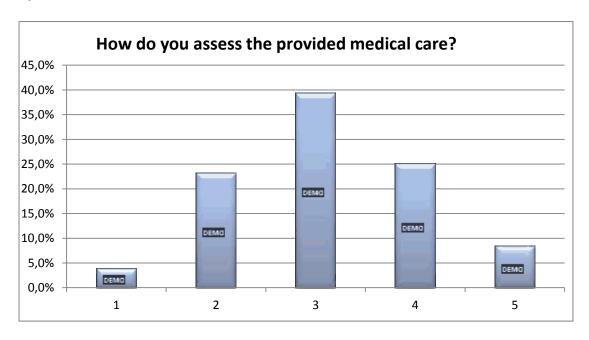
## **Question 8:**



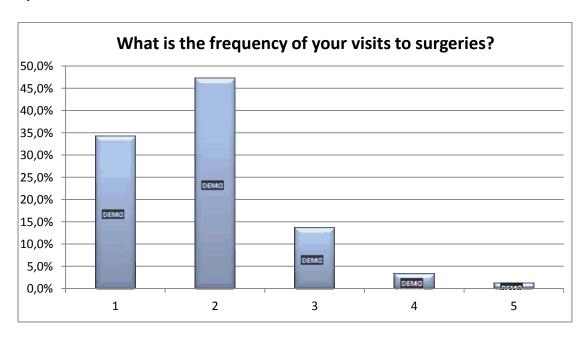
## Question 9:



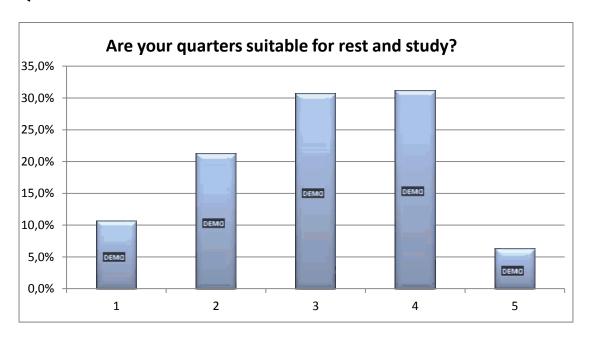
## Question 10:



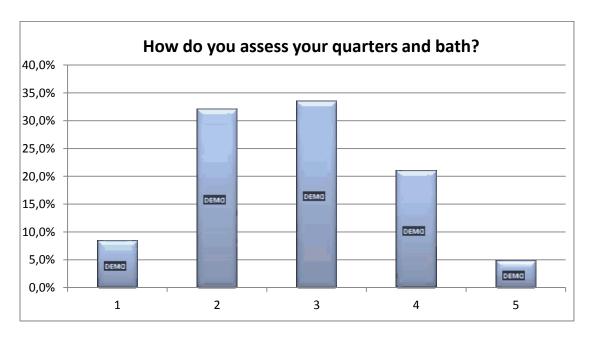
## Question 11:



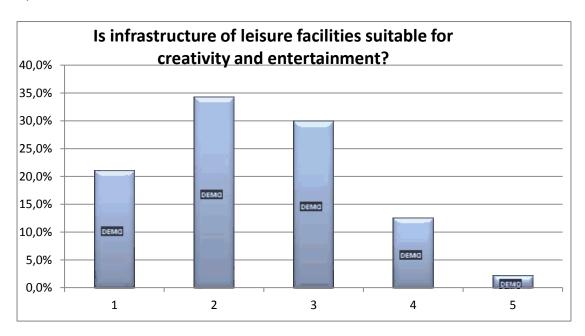
## Question 12:



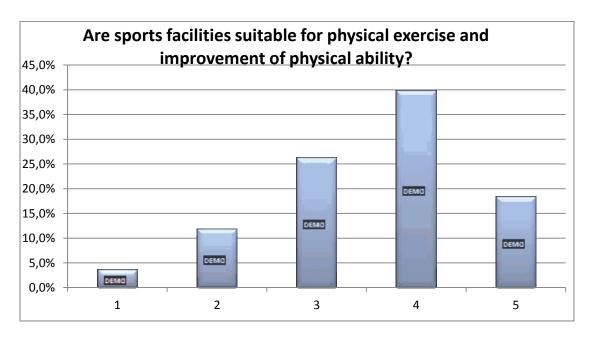
## Question 13:



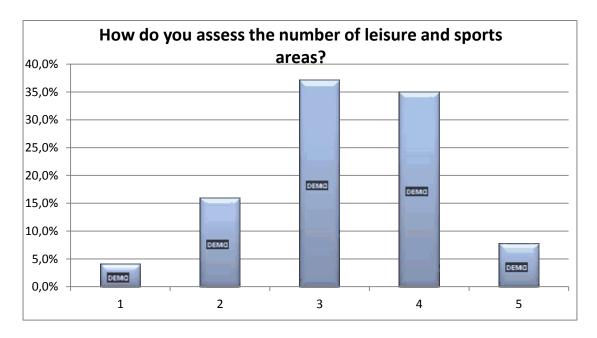
## Question 14:



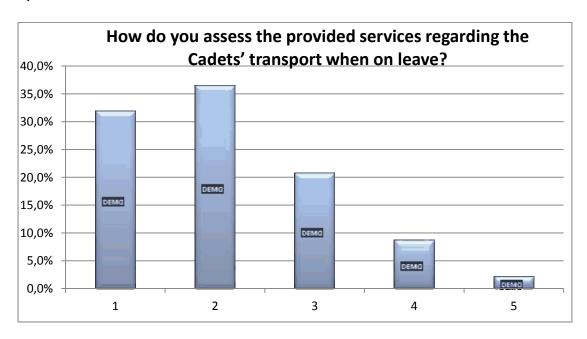
## Question 15:



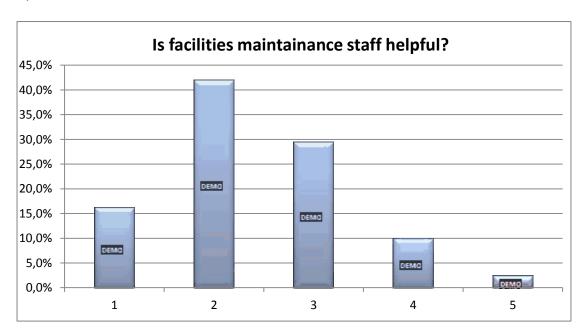
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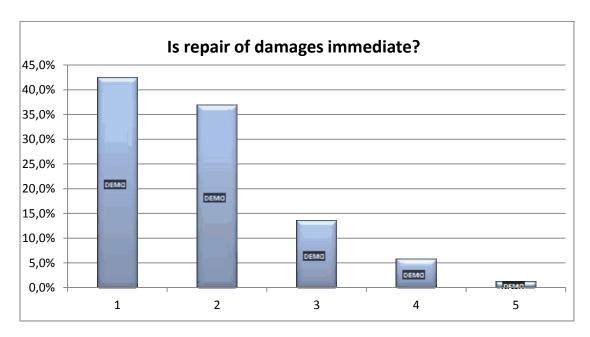
## Question 17:



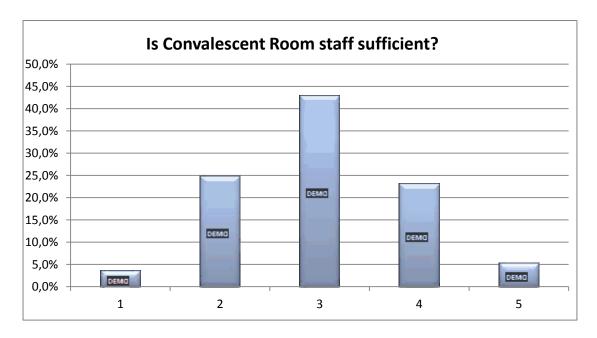
## Question 18:



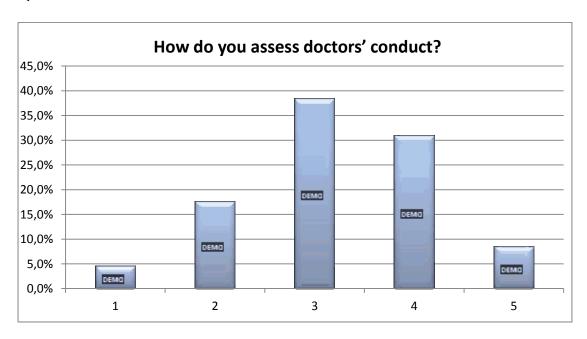
## Question 19:



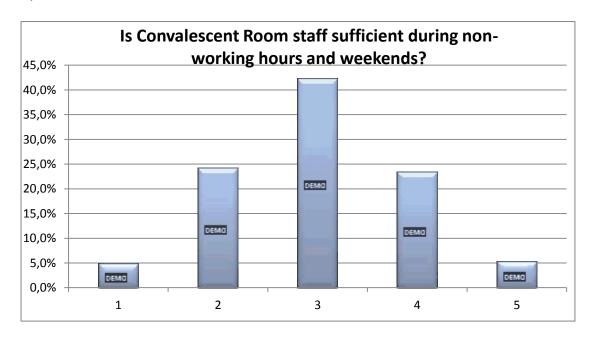
## Question 20:



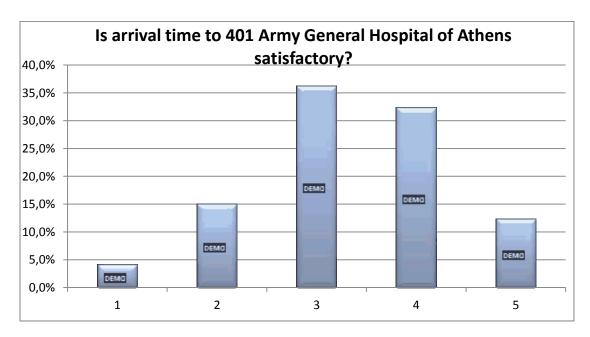
## Question 21:



## Question 22:



## Question 23:



## 12. Improvement Plans

## 12.1. Management and Organization of the Department

- Establishing General Division Meetings chaired by presidents of the academic Divisions at hand, which will meet the standards of other universities
- Improving the process whereby the cadets can participate actively in matters related to Academic Education through the leader of each class, the leaders of each class and the leader of the HAA (The Leader of the 4<sup>th</sup> year class) is proposed.
- A posting for an officer of the Judicial Body at the HAA needs to be enforced anew (as happened before) to resolve legal issues in direct co-operation with the relevant authority of the General Staff.
- Activating the Special Account by right of the Law 3187/2003.

## 12.2. Undergraduate – Postgraduate Studies Curriculum

- ➤ At the moment, a proposal to include fewer courses in the 8<sup>th</sup> semester is under consideration, so that cadets are provided with sufficient time to focus on the preparation of their last-year dissertation methodically and systematically.
- Monitoring and meeting the needs of Application Schools
- Accelerating the process of publishing the Government Gazette which will contain the new Organization and Regulations of the Academy, and which will replacing the existing ones.
- Development of sports teams, by military trainers/Greek Olympic Champions of international reputation serving as Officers at the HAA
- ➤ Commencing the two joint Postgraduate Programmes by the Military Sciences Department of the HAA and the Department of Production Engineering and Management of the Technical University of Crete in the following disciplines:
- a) Systems Engineering, and
- b) Applied Operations Research and Analysis

## 12.3. Teaching

- Carrying out postgraduate programmes of a military interest
- ➤ Continuing procedures for the employment of tenured academic staff, tenured teaching staff and Technical staff, so as to reverse the ratio of contract lectures to tenured academic staff.

- ➤ Providing incentives for writing new, updated textbooks that will contain latest the latest developments and literature in the various disciplines taught.
- ➤ Restructuring the Printing House of the HAA, and supplying educational textbooks in line with programmes applying to universities worldwide, such as the "EVDOXOS" program
- ➤ Enriching the HAA website with the teaching staff's personal homepages which will help improve their educational offering to the cadets and, at the same time, will make the academic work done at the HAA known to the general public.
- Improving the mechanism for the promotion of the work and academic excellence of the tenured academic staff and students of the Academy (through the internet, conferences, events, publications, etc.)
- Targeted strengthening of the HAA with faculty members in specialized academic fields
- Creation of real-time programmes that will attend to the special training needs and further education of HAA graduates who serve the country in military posts outside Attica, using the asynchronous educational platform 'Moodle'.

## 12.4. Research Project

- ➤ Allocating research funds to the administrative bodies of the Academy in order to promote the production and dissemination of knowledge in the interdisciplinary field of Military Science and Technology.
- ➤ Activating the Special Account and creation of a group dedicated to developing research programmes
- Subscribing to reputable academic journals, purchase of books (in electronic and printed form)
- Logging into the academic digital library of 'Heal link'.
- Supporting the tenured academic staff's participation in international academic conferences
- ➤ Encouragement, support and maximization of existing synergies with universities, research centers, organizations and institutions and creation of new ones.
- Attracting resources through research programmes
- Creating of a Research Centre that will conduct research for the benefit of the Armed Forces
- Conducting international conferences.

## 12.5. Collaboration of the Department with SPC Bodies

Promoting the long-standing and highly successful collaboration between the

- HAA and social, cultural and productive (SCP) bodies.
- Establishing a mechanism to promote the academic distinctions and excellence of the tenured academic staff and the students of the HAA (through the internet, conferences, events, publications, etc.)
- ➤ Encouragement, support and maximization of existing synergies with universities, research centres, organizations and institutions and creation of new ones.
- ➤ Planning for the participation of the Department in the Military Erasmus programme on an even more active basis. It should be noted that, since the Programme's introduction in 2009, the HAA has participated in several joint educational programs of a short duration abroad.

## 12.6. Strategy of Academic Development

- Concluding the employment of the HAA teaching Staff at all levels, namely tenured academic staff, tenured teaching staff and technical staff in order to minimize the number of contract lecturers.
- > Systematically exploring the possibility that the various Army Schools (eg. STEAMCH, STIAD, etc.) be included in the HAA structure, so that they may be certified as Postgraduate Schools.

#### 12.7. Administrative Services and Facilities

- ➤ Improving the services provided by Information and Communications Technologies (ICT):
  - Upgrading the infrastructure of IT equipment (PCs) throughout the HAA.
  - Suppling devices of Uninterruptible Power Supply (UPS) to protect the network and IT infrastructure from hypertensions or blackouts.
  - Enhancing antivirus protection for Servers to protect operating systems from viruses or other malicious software
- Improving infrastructure and resources for members of the teaching staff. An effort is underway to re-allocate existing offices, so as to provide the tenured academic staff with fully-equipped and functional office spaces.
- ➤ Constructing four (4) warehouses is recommended so as to meet the needs to store equipment and agents for the laboratories of Computing, Nuclear Microanalysis, Simulations and Chemical Technology.
- Intensifying maintenance work of building facilities
- Strengthening and expanding laboratory infrastructure
- Increased funding for stationery to support teaching
- Improving staffing of administrative support services
- Expanding library spaces and increasing the number of PCs