

Doc. 300.1.2

Date: 28/04/2025

## Higher Education Institution's Response

- Higher Education Institution:  
The Cyprus academy of art
- Town: Limassol
- Programme of study  
English Language Foundation course

In Greek:

Προπαρασκευαστικό Πρόγραμμα Αγγλικής Γλώσσας

English:

English Language Foundation course

- Language(s) of instruction: English
- Programme's status: Choose Status
- Concentrations (if any):

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [\[L.136\(I\)/2015 – L.132\(I\)/2021\]](#).

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<ul style="list-style-type: none"> <li><i>the need for more explicit focus on the development of learner autonomy and adept use of language learning strategies in the modules comprising the program; opportunities for staff development in this area are needed as well;</i></li> </ul>	<p><b>Recommendation: Learner Autonomy</b></p> <p>We have acted according to the recommendations, and we revised the module descriptors across the English Language Foundation Course to include clearly defined learning outcomes and activities that foster learner autonomy and develop effective language learning strategies. For example:</p> <p>In the “Language Practice and Application” modules (I &amp; II), students are now required to maintain a Language Learning Journal in which they reflect weekly on their progress, set personal learning goals, and evaluate the effectiveness of strategies used (e.g., vocabulary retention methods, listening techniques, peer review in writing tasks).</p> <p><b>Please see examples 1 and 2.</b></p> <p>Reading and Writing Skills Enhancement modules now incorporate student-led project work and independent reading portfolios, encouraging students to make choices in topics and reading materials, thus promoting ownership of learning.</p> <p><b>Please see examples 1 and 2.</b></p> <p><b>Recommendation: Staff Development in “Supporting Learner Autonomy and Strategy-Based Instruction”</b></p> <p>To address the panel’s concern regarding staff familiarity with the concept of learner autonomy:</p>	<p>Choose level of compliance:</p>

	<p>A dedicated in-house staff training series titled “Supporting Learner Autonomy and Strategy-Based Instruction” began on Friday, 24 April 2025, and will be delivered weekly on Fridays. These sessions are facilitated by a CELTA/DELTA-qualified English language educator with extensive experience in language teaching and curriculum design.</p> <p>The first workshop introduced key concepts of learner autonomy, practical strategy-instruction models, and case study examples of successful classroom integration. Materials, handouts, and activity frameworks were distributed and reviewed collaboratively with all instructors teaching on the programme.</p> <p><b>Please see example 3.</b></p> <p>Subsequent sessions are focusing on:</p> <ul style="list-style-type: none"> <li>• Embedding learning strategies into weekly lesson plans</li> <li>• Using reflective journals and portfolios effectively</li> <li>• Assessing learner autonomy through formative feedback</li> <li>• Sharing of classroom practices and peer support</li> </ul> <p>A formal review and reflection session will take place end of May 2025, where staff will share outcomes and examples from the classroom and evaluate the progress made in promoting autonomous learning practices.</p>	
<ul style="list-style-type: none"> <li>• <i>implementing clear-cut procedures for everyday monitoring of the running of the program (e.g., lesson</i></li> </ul>	<p>We are pleased to confirm that clear and structured procedures for the day-to-day monitoring of the English Language Foundation Course have been fully developed,</p>	<p>Choose level of compliance:</p>

<p><i>observations, regular staff meetings).</i></p>	<p>based on the systems already successfully operating for our Bachelor's (BA) and Master's (MA) degree programmes at the Cyprus Academy of Art.</p> <p>These systems ensure consistency, high academic standards, and a structured approach to continuous quality assurance across all levels of study.</p> <p>Specifically:</p> <ul style="list-style-type: none"> <li>• <b>Structured Lesson Observations:</b> For every teaching session, a structured lesson plan is submitted and reviewed before the lesson takes place. After the lesson, a follow-up report is completed to confirm that the scheduled material has been delivered and that learning objectives have been achieved. <b>Please see example 3A</b></li> <li>• <b>Internal Documentation and Review:</b> All observation forms and session reports are filed within the module files. These documents are reviewed internally every Friday during academic quality review meetings to ensure continuity, consistency, and immediate identification of areas for enhancement. <b>Please see example 3B</b></li> <li>• <b>Internal Documentation and</b></li> <li>• <b>External Monitoring:</b> In addition to internal monitoring, the Cyprus Academy of Art is subject to external inspections conducted by the Cyprus</li> </ul>	
------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>Ministry of Education, ensuring transparency and compliance with national standards.</p> <ul style="list-style-type: none"> <li>• <b>Regular Staff Meetings:</b> Weekly staff meetings are held to discuss ongoing delivery, share best practices, and address any academic or operational issues promptly. <b>Please see example 3B</b></li> </ul> <p>Through these mechanisms, everyday monitoring of the programme is systematic, evidence-based, and aligned with the Academy's wider academic quality assurance framework.</p>	
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p><u>Areas of improvement and recommendations</u></p> <p><i>We could not identify any apparent problem areas, however, one aspect to consider could be the integration of skills at the level of course development and assessment. In addition, a clearer focus on the development of individual learning differences within the courses could further support students' language development. Finally, we think teachers should be provided with professional development opportunities to effectively support students with learning difficulties or disabilities as well as professional development may be needed in assessment literacy.</i></p>	<p>We are pleased that no specific problem areas were identified and would like to thank the evaluation team for their constructive feedback. We have taken on board the helpful recommendations and would like to confirm the following actions:</p> <p><b>Integration of Language Skills in Teaching and Assessment</b> Our teaching material incorporates integrated-skills activities across the Foundation programme. These include tasks that combine reading and writing, listening and speaking, and reflective responses based on mixed input. These activities are also reflected in student assessment tasks where appropriate. <b>See example: 4</b></p> <p><b>Supporting Individual Learning Differences</b> We place strong emphasis on understanding individual learner needs. All students complete a learner profile form at the start of the course, which helps tutors tailor their teaching approach. Lessons are designed with flexibility to support different learning styles and preferences. <b>See example: 5</b></p> <p><b>Learning Support and Special Educational Needs</b> As the Cyprus Academy of Art already runs Degree and master's level programmes, we have established systems to support students with a range of learning needs. We provide both in-house support and work closely with a</p>	<p>Choose level of compliance:</p>



	<p>team of educational psychologists who offer expert guidance and assistance to staff and students when needed. Dedicated staff session on supporting learning differences are held termly as part of our ongoing development programme.</p> <p><b>Please see Examples 6, 7, 8, 8a, for more detail reading Please refer to the CAA Guide to Quality Assurance and Assessment at the Cyprus Academy of Art (CAA).pages 114-115 and student handbook.</b></p>	
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<i>Teachers' professional knowledge regarding learner autonomy, learning strategies, supporting diverse learners and assessment literacy needs upscaling. The institution has appropriate mechanisms and resources in place for professional development and it is important that the newly joining tutors fully benefit from these.</i>	<p>We are pleased that the evaluation team found strong evidence that the institution has appropriate mechanisms and resources in place to support professional development.</p> <p>We fully agree that it is important for newly joining tutors to benefit from these provisions, and we have already taken steps to ensure this.</p> <p>Our English Language Foundation Course Tutors are now required to attend weekly staff development sessions, which began on Friday, 24 April 2025. <b>Please see Examples 6, 7, 8, 8a. To address the panel's concern regarding staff familiarity with the concept of learner autonomy: A dedicated in-house staff training series titled "Supporting Learner Autonomy and Strategy is taking place.</b></p> <p>We also scheduled two training sessions for the faculty that will be teaching in the foundation program.</p> <ol style="list-style-type: none"> <li>1. Instructional Power Strategies in Higher Education Institutions taught by Constantinos Charalambous Provost, City Unity College Nicosia</li> <li>2. Teaching English as a second language in Foundation programs taught by Vasiliki Stamelou, English Foundation coordinator, City Unity College Nicosia.</li> </ol> <p>These workshops address key areas such as learner autonomy, the use of learning strategies, inclusive</p>	Choose level of compliance:

	<p>classroom practice, and assessment literacy. Please see</p> <p>In addition to in-house training, we also provide access to external expertise where needed, including input from educational psychologists and experienced curriculum advisors. These measures are designed to ensure consistency across the teaching team and to maintain high standards across the programme.</p>	
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<i>The institution is converting to a new digital management system and is planning to hire new administrative staff if student population increases. It will be important to put this in place because 20 new students result in a 15% increase in the student body of the university.</i>	<p><b>Response to Recommendation on Student Services and Administrative Capacity</b></p> <p>We are pleased to confirm that the new, modern admissions and student services system is now fully operational. This system streamlines student management, supports admissions, and enhances communication across departments.</p> <p>A dedicated full-time administrative team is already in place to support both current and prospective students. The system has been designed to scale with growth, and staffing levels are reviewed regularly to ensure we are well-prepared for increases in student numbers.</p>	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p><i>Recommendations for Improvement Targeted Learning Resources Problem:</i></p> <p><i>The learning resources described in the application are limited and not fully aligned with the goals of a foundation- level programme intended to prepare students for tertiary education. The use of a single course book (Unlock 3, Cambridge University Press) across all English modules is outdated and pedagogically insufficient. Furthermore, the chosen text is aimed at general English learners, rather than those seeking to develop academic English skills.</i></p> <p><i>Recommendation:</i></p> <p><i>Adopt a more comprehensive and multimodal approach to learning materials. Resources should include a mix of textbooks specifically tailored to English for Academic Purposes (EAP), supplemented by a curated collection of materials that reflect a variety of formats—such as audiovisual content, academic journal excerpts, and digital tools. Ideally, instructors should be provided with a flexible learning resource pack composed of components from multiple sources, allowing them to adapt to students' individual levels and needs, particularly in the context of creative arts education.</i></p>	<p><b>Response to Recommendation on Learning Resources</b></p> <p>We thank the panel for this valuable observation and fully adopt the recommendation to use a broader, more appropriate range of learning materials for the English Language Foundation Course.</p> <p>In preparation for the programme launch, we are currently updating and expanding the learning resource base. While Unlock 3 may be retained in part for general skills reinforcement, it is no longer intended to serve as the sole textbook.</p> <p>We are adopting a multimodal and flexible approach to resources, which includes:</p> <ol style="list-style-type: none"> <li>A selection of English for Academic Purposes materials, because they: <ul style="list-style-type: none"> <li>Use more formal and structured language</li> <li>Focus on skills needed for university study</li> <li>Teach students how to think critically and argue logically, not just understand or chat casually</li> </ul> </li> </ol> <p><b>See Example 13</b></p> <ol style="list-style-type: none"> <li>Audio and video resources, such as academic podcasts, lecture clips, and discussion panels. <b>Cyprus Academy of Art Library</b></li> <li>Curated academic reading extracts, including journal articles and arts-related texts aligned with our creative foundation context. <b>See example 14</b></li> </ol>	<p>Choose level of compliance:</p>

	<p><b>c. Digital tools and online platforms to support independent learning, vocabulary building, and critical analysis. See example 15</b></p> <p>A flexible resource pack assembled by tutors, allowing content to be adapted to individual student needs and academic interests</p>	
<p><i>Subject-Specific and Arts-Focused Materials Problem:</i> The current resource strategy does not reflect the specific academic focus of the institution, particularly its orientation toward the creative arts. Teaching materials lack the contextual relevance needed to engage students who are preparing for further study in artistic disciplines.</p> <p><i>Recommendation:</i> Integrate subject-specific content into the curriculum, especially resources that relate to academic and professional language used in the arts. This could include case studies, visual and media texts, and vocabulary-building tasks drawn from real-world academic and artistic contexts. Incorporating discipline-relevant materials will help students develop both general academic literacy and field-specific competencies.</p>	<p><b>Response to Recommendation on Subject-Specific and Arts-Focused Materials</b></p> <p>We fully agree with the importance of integrating subject-specific content into the English Language Foundation Course, especially given the Academy's focus on the creative arts.</p> <p>Our English tutors have already identified a range of relevant materials from the CAA Library to be incorporated into teaching. These include academic readings such as <i>Theories of Modern Art</i>, texts on major <i>Art movements</i>, and <i>profiles of influential Artists</i>. Please see Examples, 15A, 15B, 15C. These will be used alongside vocabulary-building tasks, reading comprehension exercises, and discussion activities.</p> <p>This approach ensures that language development is closely linked to students' future academic context, helping them build both general academic English and field-specific competencies.</p>	Choose level of compliance:
<p><i>Diverse Learning Format Problem:</i> The programme appears to rely predominantly on traditional print-based course books. This approach is not in step with contemporary pedagogical practices, particularly for a modern foundation programme that seeks to prepare</p>	<p><b>Response to Recommendation on Diverse Learning Formats</b></p> <p>We fully accept the recommendation and have already taken steps to ensure that the English Language Foundation Course incorporates a wide range of</p>	Choose level of compliance:

<p><i>students for digital and multidisciplinary academic environments.</i></p> <p><b>Recommendation:</b> <i>Incorporate a broader range of media and learning platforms into course design. This includes online resources, interactive learning tools, and digital platforms that allow for autonomous learning and self-assessment. Particular attention should be given to the integration of audiovisual materials, which are especially relevant for students with visual learning styles and for those preparing for studies in the visual and creative arts.</i></p> <p><b>Differentiation for Higher-Achieving Students Problem:</b></p> <p><i>The current approach to curriculum design does not appear to sufficiently account for differentiation, particularly for higher-achieving students. Given that students entering the programme typically hold an IELTS score of band 5, and the primary course book (Unlock 3, CUP) is pitched at a B1 CEFR level, it is likely that a number of students will have already surpassed the level of the core materials upon entry. This creates a risk of disengagement and under- challenging higher-level learners.</i></p> <p><b>Recommendation:</b> <i>Implement differentiated instruction strategies that include the use of scaffolded authentic resources and materials from higher CEFR levels (B2 and C1), to ensure appropriate academic stretch for more advanced students. This should be done alongside continued support for those requiring remediation.</i></p> <p><i>Differentiation can be built into lesson planning, assessment tasks, and supplementary materials, helping to maintain engagement</i></p>	<p>learning formats beyond traditional print-based materials.</p> <p>As the Academy is equipped with state-of-the-art audiovisual and digital resources, these are being actively integrated into the course delivery. Tutors are embedding the use of interactive learning tools, audiovisual content, and online self-assessment platforms into their teaching plans. Students will engage with digital materials, including academic video content, podcasts, online quizzes, and collaborative activities using classroom technology. This approach supports a variety of learning styles particularly visual learners and aligns with the creative and digital orientation of the Academy.</p> <p><b>Please see Example 9, 10</b></p> <p><b>Response to Recommendation on Differentiation for Higher-Achieving Students</b></p> <p>We fully agree with the panel's recommendation and confirm that differentiated instruction is already built into our lesson planning and delivery strategy for the English Language Foundation Course.</p> <p>While Unlock 3 may be used selectively as a baseline for general reference, tutors are incorporating scaffolded, authentic materials at B2 and C1 levels to challenge higher-achieving students and ensure progression. These include:</p> <p>Advanced EAP readings and listening texts Academic writing tasks using real-world prompts and source material Discussion and presentation assignments requiring higher-order</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<i>and progression for all learners, regardless of entry level.</i>	<p>thinking and extended vocabulary use.</p> <p><b>See examples: 11,12</b></p> <p>Additional extension tasks and optional readings will be offered as part of each weekly learning pack, and class activities are designed to allow students to work at varying levels of complexity.</p> <p>This approach ensures that all learners whether requiring extra support or ready for further academic stretch remain fully engaged and appropriately challenged throughout the course.</p>	
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:



## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p><i>The EEC concluded that the program under consideration has the potential to deliver quality education that complies with the standards of the CYQAA. The visit was well organized and the submitted documentation contained relevant information. The application could have included more detail on some learning resources and the assessment methods for exams. The EEC was very much impressed by individual attention and support students can receive due to the small size of the academy. The teaching methods planned to be applied are student-centered, but the panel has suggested several improvements regarding the selection of teaching resources, integration of subject-specific content and stronger differentiation in teaching. The university has relevant supportive procedures in place to assist international students' integration in the student community. Learning, teaching, infrastructure, student support and administrative resources are appropriate but if larger groups of students apply and join the foundation programme, the academy needs to invest in administrative support (human as well as management resources). The panel would recommend that teaching staff are strongly supported and encouraged to undertake professional development in the areas of inclusive language teaching, assessment literacy and supporting learner autonomy. They also need induction and support as lecturers in higher education</i></p>	<p>We would like to sincerely thank Mr Lefkios Neophytou, PhD, at CYQAA, for the very well-organised accreditation session and meeting.</p> <p>We are grateful to the Evaluation Committee for their detailed and thoughtful feedback, and we are pleased that the programme was recognised as having very strong potential to deliver quality education in line with the standards of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) and the European Qualifications Framework (EQF).</p> <p>We are particularly encouraged by the Committee's recognition of the Academy's individualised approach to student support, the strength of our teaching ethos, and the appropriateness of our infrastructure and resources. As a small, focused institution, we value this close engagement with our students and consider it central to our educational philosophy. In response to the constructive suggestions made, we have already taken steps to strengthen the programme further, including: Updating and diversifying the learning resources to include academic, subject-specific, and multimedia content Ensuring differentiation within lesson planning and assessment for both advanced and developing learners Expanding professional development opportunities for staff in areas such as assessment literacy,</p>	<p>Choose level of compliance:</p>

because they lack prior experience in this sector. We wish Cyprus Academy of Art success in launching the Foundation Programme.	<p>inclusive teaching, and learner autonomy</p> <p>Confirming that administrative systems and staffing structures are in place and ready to scale with growth</p> <p>We are confident that the English Language Foundation Course is fully aligned with EQF expectations and is built to provide meaningful progression to further higher education.</p> <p><b>We thank all for their supportive and collegial tone, and we look forward to launching a high-quality programme that meets the needs of our students and reflects the creative and academic strengths of the Cyprus Academy of Art.</b></p>	
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

C.



#### D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Yiannis Taliotis	Director	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

**Date:** 28/04/2025

