

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
Cyprus University of Technology

- **Town:** Limassol

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Πτυχίο Εργοθεραπείας (4 έτη, 240 ECTS, Bachelor of Science)

In English:

Bachelor of Science in Occupational Therapy (4 years, 240 ECTS, Bachelor of Science)

- **Language(s) of instruction:** Greek
- **Programme's status:** New
- **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 2nd 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 by EEC | Actions Taken by the Institution | For Official Use ONLY |
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| <p>The support of external stakeholders could be strengthened also with a formal Memorandum of Understanding of collaboration</p> | <p>The program has formalized partnerships with key stakeholders through active Memoranda of Understanding (MoUs), including the State Health Services Organization (Cyprus' largest healthcare provider) and Melathron Agoniston EOKA (leading rehabilitation center) (<u>See Appendix 1 with full list of 35 active MoUs and page 166 of the submitted application</u>).</p> <p>To further strengthen collaboration, we will:</p> <ol style="list-style-type: none"> 1. Expand MoUs with stakeholders in emerging practice areas (e.g., geriatric care) related to occupational therapy by June 2025, integrating curriculum co-design and mentorship terms. 2. Establish a Clinical Partners Advisory Committee (before the start of clinical placements for the first cohort of students in December 2025) to ensure annual feedback on graduate competencies and program relevance. 3. Monitor MoU outcomes (e.g., placement quality, research output) through the program's annual review process. | <p>Choose level of compliance:</p> |
| <p>To establish an external board of stakeholders acting as giving advice to the program on developments and trends in policy and practice</p> | <p>Preparatory steps for the External Stakeholder Advisory Board are underway, aligning with World Federation of Occupational Therapists (WFOT) requirements. Key local stakeholders (Cyprus Association of Occupational Therapists, Ministry of Health, public/private practitioners; some of whom were present on the day of the evaluation) and international academic partners (e.g., the University of West Attica, Brunel University London, European Network of Occupational Therapists in Higher Education) are provisionally engaged (<u>see pages 16-17, 22 of the</u></p> | <p>Choose level of compliance:</p> |

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| | <p>application). Post-CYQAA accreditation, the board will be formalized with a Memorandum of Understanding of Collaboration to proceed with the World Federation of Occupational Therapists (WFOT) approval. The Department will also use their feedback following quality assurance processes to identify necessary updates to course content based on labor market needs and industry developments. The Cyprus University of Technology (CUT) procedures will be followed throughout this process, which are already being implemented for the Department's Speech-Language Therapy BSc program, which has been running since 2013 (see page 17 of the application).</p> | |
| <p>Add a clearly description of the design of the examinations into the application to enable smooth student progression. Thereby the progress of the development of the student towards more autonomy and agency should be highlighted, in relation to student-centered learning. We emphasize the importance of the support for the student to become a life-long learner.</p> | <p>The program's examination framework is designed to foster student autonomy, agency, and lifelong learning, aligned with Tuning CALOHEE guidelines (see page 50 of the application). (<i>The Tuning CALOHEE Occupational Therapy 2024 project, led by the ENOTHE and the Tuning Academy as part of CALOHEE (Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe), updated the Occupational Therapy Qualifications Reference Frameworks (QRF) to standardize and enhance occupational therapy education across Europe</i>).</p> <p>Course assessments are further structured to progressively build independence and foster agency, empowering students to take ownership of their learning journey. A variety of assessment methods are used, aligned with Tuning CALOHEE 2024, depending on the learning outcomes being assessed, including:</p> <ul style="list-style-type: none"> • Theoretical course assessments: active participation, critical thinking, and ownership through oral assessments (seminar participation, presentations, critical reviews or oppositions, feedback sessions), written assessments (written examinations, case study reports, reflection papers or diaries, identification of learning needs, | <p>Choose level of compliance:</p> |

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| | <p>critical reviews, literature review, posters, project proposals, quality improvement plans, research proposals, theses), or creative assignments (creating a video or a podcast).</p> <ul style="list-style-type: none"> • Practical skills assessments (e.g., for Practice Placement): Focus on real-world application, fostering autonomy through Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OSPE), Triple Jump & Clinical Viva). <p>Following this recommendation, we have incorporated these elements into the application, referencing the corresponding options defined by the Tuning CALOHEE guidelines <u>based on the skills required, the learning outcomes, and the promotion of life-long learning (see section “Assessment” of Appendix 2).</u></p> | |
| <p>We recommend to use the possibilities of Erasmus+, possibly to start with staff mobility as for example job shadowing in other European OT programs which could support inside to the developed program and would strengthen the occupation-focused starting point of the program</p> | <p>The Department has initiated Erasmus+ staff mobility to enhance occupation-focused education. Key actions include:</p> <ul style="list-style-type: none"> • CRRF Hospital Partnership: A January 2024 visit to France’s CRRF COS Pasteur 2 Hospital (funded by EUt+) finalized a Memorandum of Understanding (MoU) for reciprocal staff exchanges, focusing on curriculum design and clinical practice. • Curriculum Development: Mrs. Marianna Tsiakoulia (Program Co-Coordinator) attended the 1st Occupational Therapy Europe Congress, integrating insights from the <i>Tuning Competences 2024</i> course into curriculum design aligned with the European Qualifications Framework for Lifelong Learning (EQF for LLL) and Qualifications Frameworks for the European Higher Education Area (QF of the EHEA). • Future Collaborations: We have initiated discussions for additional international collaborations (prioritizing job shadowing) to | <p>Choose level of compliance:</p> |

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| | <p>establish Erasmus+ partnerships with institutions Escola Universitària d'Infermeria i Teràpia Ocupacional de Terrassa (Spain), Université Paris-Est Créteil (France), Brunel University London, Royal Holloway University of London, Cardiff University (UK), FH Campus Vienna (Austria), and the University of Ljubljana (Slovenia). Significant curriculum changes are reviewed and approved by the Undergraduate Studies Committee and the Departmental Council (<u>see page 17 of the application</u>).</p> | |
| <p>In the presented program there are no opportunities for international students to participate in the study program of review (we were informed that the courses/modules need to be taught in the Greek language). As the study program outlines we also agree that clinical supervisors should have 5 years of work experience.</p> | <p>(a) International Student Accessibility: While Cypriot law mandates undergraduate teaching in Greek, the program offers English-language courses (e.g., Evidence-Based Practice in Rehabilitation Sciences, <u>see page 133 of the application</u>) and practice placements via Erasmus+. Following this recommendation, when international students enroll, three additional courses (Therapeutic Use of Groups, Social and Cultural Context in OT, and Technology in OT) will be taught in English. Partnerships with EUT+ (e.g., CRRF France) and Erasmus+ enable exchanges, internships, and collaborative research (<u>see page 22 of the application</u>).</p> <p>(b) Clinical Supervisor Qualifications: All clinical supervisors meet the 5-year experience requirement (<u>see page 15 of the application</u>). External Clinical Supervisors are selected through MoUs with leading institutions (e.g., Cyprus Ministry of Health, private rehabilitation centers), with qualifications reviewed during partnership negotiations.</p> | <p>Choose level of compliance:</p> |
| <p>The quality assurance of the program would benefit of strong partnerships and networks with external stakeholders, such as the Cyprus Association of OT, European visiting professors, ENOTHE and SPOT-Europe</p> | <p>The program has strengthened quality assurance through strategic partnerships:</p> <ol style="list-style-type: none"> 1. Cyprus Association of Occupational Therapists: The Coordination Committee has held meetings with the association since 2021 regarding the program structure and content (<u>see page 16 of the application</u>). A post-accreditation | |

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| | <p>MoU will formalize roles in program reviews and graduate employability tracking.</p> <p>2. European Network of Occupational Therapists in Higher Education (ENOTHE): Consultations with former ENOTHE leadership (the latest was in January 2025) guided curriculum revisions. Membership was requested from ENOTHE last year, but we were informed that it would only be granted once the program receives accreditation from CYQAA.</p> <p>3. European Visiting Professors: Academics from institutions like the University of West Attica contributed to course design (<u>see page 12 of the application</u>) and guest lectures. Erasmus+ agreements with the Royal Holloway University of London and FH Campus Vienna will expand joint research and supervision.</p> <p>4. Student Platform of Occupational Therapy (SPOT)-Europe: From 2025-2026, students will participate in SPOT-Europe conferences and projects supported by departmental funding for equitable access.</p> <p>5. Erasmus+: Partnerships with institutions like Université Paris-Est Créteil will co-develop quality assurance benchmarks for clinical education.</p> | |
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2. Student – centred learning, teaching and assessment
(ESG 1.3)

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | For Official Use ONLY |
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| <p>We advise to develop a clear vision on the pedagogical approach on education and examination</p> | <p>The program has established a student-centered pedagogical philosophy (see page 28) rooted in Tuning CALOHEE and CUT's Quality Assurance Handbook for Teaching and Learning (see page 50 of the application). This philosophy prioritizes active student engagement, critical thinking, and life-long and self-directed learning through:</p> <ul style="list-style-type: none"> • Blending Teaching Methods: Case-Based Learning (see page 52), Problem-Based Learning (see page 55), Group Discussions (see page 55), Flipped Classroom (see page 61), Collaborative Classroom & Online Work (see page 133), Practical Exercises (see page 141), Role-Playing (see page 86), Simulations (see page 91) • Formative Assessments: Reflective assignments, clinical reasoning, and critical thinking using Frameworks such as Borton's Developmental Framework, Gibb's Reflect Cycle, and John's model of reflection (see page 126), self-assessment tasks and individual/group reflection (see page 126), presentations regarding the development of professional identity and self-directed learning (see page 141) • Summative Assessment: Student-led presentations (see page 141), portfolio & oral presentations (see page 75), practical skills & critical thinking assessments, such as Clinical Viva (see page 158) • Academic Staff Training: The CUT offers the "Design of Learning Experience in Higher Education" program, helping new educators develop the | <p>Choose level of compliance:</p> |

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| | <p>skills to create effective, student-centered learning experiences (see page 28).</p> <ul style="list-style-type: none"> • Peer-feedback mechanisms are intended to be included in group discussions, projects (see page 52), and reflections (see page 126) as part of formative assessments. | |
| Regarding the proposed examinations we advise to focus more on situated learning, problem-based learning and peer-learning. | <p>The program's examination framework aligns with the Tuning CALOHEE guidelines (as referenced on page 50 of the application) and incorporates situated learning, problem-based learning, and peer learning:</p> <ul style="list-style-type: none"> • Situated Learning: Practical skill courses (e.g., Practice Placements 1–5) utilize OSCEs, OSPEs, Triple Jump, and Clinical Vivas (see page 158) • Problem-Based Learning: Assessments like activity and occupational analysis, case-study reports, identification of learning needs, critical reviews, quality improvement plans, research proposals, thesis, essay, reflection papers or diaries (see page 69 at Course Purpose and Objectives) • Peer-Learning: Summative Group Projects (see page 75) and formative Group Discussions (see page 85) integrate peer feedback mechanisms, fostering collaborative skills. <p>Following the EEC recommendations, we have included in each course description the corresponding examination options outlined in the Tuning CALOHEE guidelines, aligned with the learning outcomes according to Tuning CALOHEE (see an example in section “Assessment” of Appendix 2).</p> | Choose level of compliance: |
| We advise to develop a table about the hours of practice placement to add into the application | A comprehensive table detailing the Practice Placement hours was created to ensure clarity and compliance with WFOT (2016) standards (see Appendix 3, Table | Choose level of compliance: |

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| | <p>A). The Table on page 36 of the application has been modified accordingly to reflect Practical Training with 42 ECTS (refer to Appendix 2, Table B).</p> <p>Additionally, the clinical placements were renamed to Practice Placements following the recommendation by the Registration Board of Occupational Therapists representative serving on the EEC.</p> | |
| Provide a clear description of the possible assessment and the examinations for reaching the learning outcomes | <p>Following the EEC recommendations, we have included in each course description the corresponding examination options outlined in the Tuning CALOHEE guidelines, aligned with the learning outcomes according to Tuning CALOHEE (<u>see an example in section “Assessment” of Appendix 2</u>).</p> | Choose level of compliance: |
| Insert the methodological approach of qualitative research and participatory action research that very well-established used method in OT research | <p>Qualitative and participatory action research methodologies have now been explicitly integrated into the program’s curriculum for the course <i>Research Methods in Rehabilitation Sciences</i>. These approaches are now emphasized in learning materials and assignments to align with contemporary OT research standards (See updated course syllabi in Appendix 2 – Table C).</p> | Choose level of compliance: |
| Reframing the course title and the descriptions focusing on the occupational perspective and take not diagnosis as a starting point. The daily activity and the participation in everyday life needs to be visualized as a strong importance for both OT practice and research | <p>Course titles and descriptions were revised to emphasize occupational performance, participation in daily life activities, and client-centered practice, shifting the focus away from the medical model and aligning with the biopsychosocial model (see updated course syllabi in Appendix 4, where changes are highlighted). For example, the Occupational Therapy and Neurodevelopmental Disorders course was renamed Occupational Transitions During Lifespan Development, with its content emphasizing the importance of occupational performance and not the diagnosis.</p> | |

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| The soft skills need to be more addressed in the content of the program. | Soft skills (e.g., communication, cultural competence, teamwork) are systematically integrated into the curriculum through dedicated learning tasks, simulations, and Practice Placements. For example, Introduction to Occupational Therapy (see page 52) explicitly addresses these skills in its final week, while other courses reinforce them via role-playing, case studies, and reflective assignments (See in which courses these soft skills are practiced in Appendix 5.) | |
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3. Teaching staff (ESG 1.5)

| Areas of improvement and recommendations by EEC | Actions Taken by the Institution | For Official Use ONLY |
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| We advise to go for a strong academic in the field of Occupational Therapy and Occupational Science to support the OT team | The University has allocated three open-rank faculty positions and four Clinical Supervisor roles to the Department of Rehabilitation Sciences dedicated to the Occupational Therapy program (see page 15 and Appendix 6). Recruitment will prioritize OT and Occupational Science qualifications starting in 2025. Dr. Christos Ioannou (Assistant Professor, Occupational Rehabilitation Sciences; Google Scholar profile) was recently offered an Assistant Professor position and will join the Department in August 2025 (see page 11). | Choose level of compliance: |

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| We advise to increase the number of permanent staff for the OT team to build a strong team within the University department | The Department has prioritized hiring permanent academic staff specializing in Occupational Therapy, including three open-rank faculty positions and four Clinical Supervisors (see page 15 and appendix 6). At the beginning of the program, for the academic year 2025-2026, 10 out of 13 courses (i.e. 77%) will be taught by permanent staff members (see pages 41-43 and 48), ensuring stability and expertise in delivering high-quality education. This structured recruitment plan demonstrates the Department of Rehabilitation Sciences' commitment to building a strong academic and clinical team, supporting the new Occupational Therapy curriculum's effective implementation and ongoing development. | Choose level of compliance: |
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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 |
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| The standards for examination or repeating of courses are not well described, as a recommendation we advise to develop a Teaching and Examination Regulation Plan | <p>The general examination requirements are outlined on page 9 of the application.</p> <p>In addition, the Cyprus University of Technology (CUT) has established comprehensive policies and procedures governing these areas, as detailed on the official CUT website under Marking System and Study Regulations.</p> <p>Examinations The Marking Policy defines:</p> <ul style="list-style-type: none"> • A marking scale from 0 to 10, with a passing mark of 5.0. • A student wishing to improve a module mark, being at least 5, may repeat the module after | Choose level of compliance: |

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| | <p>approval by the Teaching staff. Repeating a module is allowed only once.</p> <p>Course Repetition</p> <p>The policy for course repetition is as follows:</p> <ul style="list-style-type: none"> • For compulsory courses: Students must retake the course if they fail. • For elective courses: Students may either retake the failed course or replace it with another elective. • Both grades are recorded on the transcript, but only the most recent grade is used for calculating the final grade. In case of failure in the repeated course, a grade of 5 is recorded and calculated in the final grade. <p>Undergraduate students are expected to complete their studies within 8 academic semesters, with a maximum extension to 12 semesters (excluding any suspension or interruption of studies).</p> | |
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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 |
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| Well-presented nothing to recommend at present | We thank the EEC for the positive remark. | Choose level of compliance: |
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6. Additional for doctoral programmes
(ALL ESG)

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7. Eligibility (Joint programme)
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B. Conclusions and final remarks

| Conclusions and final remarks by EEC | Actions Taken by the Institution | For Official Use ONLY |
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| <p>The external evaluation committee agree to the needs of developing and offer a Bachelor of Science in Occupational Therapy. This program will be the first public Occupational Therapy program in Cyprus offering Cypriot and Greek students the opportunity to be educated in science and practice of Occupational Therapy.</p> <p>First, we would like to express our satisfaction with the hard work undertaken by the Department of Rehabilitation, especially as by the program co-coordinator Marianna Tsiakoulia.</p> <p>By reviewing the application of the program of study and the one-day visit together we got provided with extensive information for conducting a thorough reviewing process.</p> <p>Overall, we are impressed by the development of the program, the resources of the university and the plan to expand the building to enhance the Rehabilitation and the Occupational Therapy program as well.</p> <p>As outlined in the evaluation report, several sub-areas are identified as partially compliant. The recommendations provided in the evaluation report should support the achievement of a fully compliant status of the program under review.</p> <p>Therefore, we suggest identifying the partially compliant sub-areas and revise them according to our feedback provided.</p> <p>We are confident that with additional support the team and the</p> | <p>Actions Taken: All recommendations from the EEC have been systematically addressed in this response.</p> <p>Specifically, the following changes have been implemented:</p> <ul style="list-style-type: none"> • Formal Partnerships: MoUs established with 35 key stakeholders. Preparations are underway for an External Stakeholder Advisory Board and more MoUs. Collaborations with local and international organizations/occupational therapists are initiated. • Erasmus+ Staff and Curriculum Development: An MoU with CRRF COS Pasteur 2 Hospital in France was finalized for reciprocal staff exchanges and curriculum design. Program Co-Coordinator participated in the 1st OT Europe Congress. • International Student Accessibility in English-language: Three additional courses will be taught in English to accommodate international students. • Research Methods Course: Qualitative and participatory action methodologies have been added. • Assessment Methods: Options for assessment methods have been included in all course descriptions, aligned with the learning outcomes defined by the Tuning framework. • Course Titles and Content: The titles and content of five courses have been revised to align with a broader occupational perspective, shifting the focus away from a medical model to the biopsychosocial model. | <p>Choose level of compliance:</p> |

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| <p>university can implement necessary changes to establish a fully compliant Bachelor of Science program.</p> <p>We are looking forward to seeing a running accredited program that fulfils the minimal standards of the WFOT in the future.</p> | <ul style="list-style-type: none">• Practical Training Hours: Tables related to practical training hours have been corrected.• Faculty and Clinical Supervisor Recruitment: The Department has committed to recruiting permanent faculty, including three open-rank faculty positions and four Clinical Supervisors, ensuring stability and expertise in delivering the new curriculum. Dr. Christos Ioannou is a new faculty recruitment who will join in August 2025 as an Assistant Professor in Occupational Rehabilitation Science.• WFOT requirements: With the recruitment of staff and the expansion of the clinic, the program will be ready to apply for approval from the World Federation of Occupational Therapists (WFOT). <p>Commitment: The Department of Rehabilitation Sciences reaffirms its dedication to launching Cyprus’s first public Occupational Therapy program as a hub for academic excellence, clinical innovation, and evidence-based practice. We welcome ongoing collaboration with all relevant stakeholders and CYQAA to ensure sustained compliance and impact.</p> | |
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C. Higher Education Institution academic representatives

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