

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	a. BA (Hons) Theatre Arts b. BA Ordinary Theatre Arts c. Diploma of Higher Education in Theatre Arts d. Certificate of Higher Education in Theatre Arts
Teaching Institution	DEREE- American College of Greece
Awarding Institution	The Open University (OU)
Date of latest OU validation	2011
Next revalidation	December 2015
Credit points for the award	360
UCAS Code	
Programme start date	Fall 2016
Underpinning QAA subject benchmark(s)	Dance, Drama & Performance 2015
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	Three years-FT
Dual accreditation (if applicable)	Accredited by NEASC
Date of production/revision of this specification	September 2015

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Mission

The B.A. (Hons) in Theater Arts delivers to students a well-balanced study of performance, dramatic theory and literature, performance history and technical aspects of the stage. The programme is specifically designed to develop technical skills in performance, theatre production and design as well critical skills in performance analysis and the ability to locate their Practice and that of others within a socio-historical context. Students are introduced to a wide range of opportunities in the field, in order to prepare them for the demands of a career in a rapid developing field as well as pursue graduate studies.

Educational Aims and Objectives

- Prepare students to a high level of technical performance competence and creative abilities that will enable them to seek employment within the theatre sector and related professions in Greece and abroad.
- Develop students' critical and analytical skills in order to reflect on their creative Practice and that of others and thus locate their artistic Practice - within a socio-cultural and historical context in which performance is created and realized.
- Develop modes of intellectual enquiry and research skills appropriate to the understanding of drama and performance.
- Provide bridges into the profession through regular encounter with theatre artists and related practitioners.
- Facilitate the students' progress into autonomy and self-determination through the cultivation of the students' individual artistic voice that is nonetheless able to work effectively in, and contribute to, collaborative and collegiate enterprise necessary to succeed in a global environment.

Exit Awards

Certificate of Higher Education in Theatre Arts

- In accordance with the framework for higher education qualifications the Certificate of Higher Education in Theatre Arts (Cert HE) is awarded to students who have completed 120 credits at Level 1 (FHEQ Level 4) (120 credits, 8 15-credit modules). More specifically upon completion of Level 1 (FHEQ Level 4) students will demonstrate knowledge and understanding of:

- Basic terminology and concepts of theatre (DR2010 Movement for the Stage, DR2111The Space of Performance, DR2032 Stage Craft, DR2013 The Actor's Process).
- The main components of theatre and their interrelationship in creative processes (DR2461 Introduction to Theatre Practice).
- Introduction to modes of interdisciplinary Practice (DR DR2010 Movement for the Stage, DR2011 The Space of Performance).
- General historical contexts that have given rise to diverse modes of Practice (DR2126 Theatre in Athens, DR 2011The Space of Performance, DR2220 The Theatrical Event)

In addition they will have the following cognitive skills:

- Ability to discuss performance and related Practices (DR2126Theatre in

Athens).

- Value professional conduct in their Practice (DR2032 Stagecraft).
- Ability to discuss basic ideas about the evolution of performance concepts within a socio-historical context (DR2126 Theatre in Athens, DR2220 The Theatrical Event).

Furthermore, they will have the following practical/professional and transferable skills:

- Value the importance of health & safety protocols (DR2032 Stagecraft).
- Organize and manage time and tasks effectively (DR2461 Introduction to Theatre Practice, DR2011 The Space of Performance, DR2010 Movement for the Stage).

Intermediate level

The Intermediate level includes the Diploma in Higher Education in Theatre Arts and the Bachelor Ordinary (non-Honours) degree in Theatre Arts

II a. Diploma of Higher Education in Theatre Arts.

In accordance with the framework for higher education qualifications the Diploma of Higher Education in Theatre Arts (Dip HE) is awarded to students who have completed 240 credits comprising of 120 credits at Level 1 (FHEQ Level 4) (120 credits, 8 15-credit modules) and 120 at Level 2 (FHEQ Level 5) 5 (120 credits, 8 15-credit modules). Upon completion students should have acquired (i) a broader understanding of various modes of Practice within contemporary performance (performance, design and directing) (ii) a deeper understanding of the applications of technology and interdisciplinary Practice in the field and (iii) further competencies in studio Practice.

In addition to the Learning Outcomes acquired in Level 1 (FHEQ Level 4), upon completion of Level 2 (FHEQ Level 5) students will be able to demonstrate a deeper knowledge and understanding of:

- Various professional areas of theatre Practice and the terminology used in them (DR3035 Sound in Performance, MU 3061 Music Theatre Workshop I, DR3227 The Scenographic Space of Performance, DR3038 The Face and the Mask, DR3228 The Directing Process, DR3139 Practical Dramaturgy).
- Introduction to applied modes of Practice (DR3246 Performance as a Political and Social Act, DR3038 The Face and The Mask).
- Areas of interdisciplinary creative activity and related professional Practice (DA3015 From Improvisation to Emergent Form, DR3227 The Scenography Space of Performance, DR3118 Stage Lighting, DR3035 Sound in the Theatre)

II b. Bachelor of Arts Ordinary in Theatre Arts

Upon completion of 300 credits (20 15 credit modules) of which a minimum of 60 should be at Level 3 (FHEQ level 6) students will have acquired (i) more focused skills in performance Practice (ii) further skills in critically evaluating concepts and (iii) greater competency in presenting creative projects through specialized theatre performance and production modules.

In addition to the Learning Outcomes acquired in Levels 4 and 5, upon completion of 60 credits in Level 3 (FHEQ Level 6) students will be able to demonstrate a deeper knowledge and understanding of:

- A wider range of professional outcomes stemming from or related to contemporary dance Practice (DA 4069 Physical theatres, DR4047 Costume Design,

DR4025 Computational Design & Interactive Arts, DR4063 Stage Combat, DR4070 New Spatialities: Contemporary Performance and Outdoor Spaces, DR4819 Performing Repertory)

In addition they will have the following cognitive skills:

- Demonstrate very good written and oral communication skills related to contemporary performance ideas and concepts (DR4070 New Spatialities: Contemporary Performance and Outdoor Spaces, DR4323 Critical and Contemporary Performance Practices).

Furthermore, they will have the following practical/professional and transferable skills embedded within all modules and in particular the DR4780 Final Year Project.

- Utilize appropriate tools to create a comprehensive 'portfolio of Practice' that will equip them to entry into the profession and or graduate studies.
- Demonstrate high level of proficiency and professionalism when participating in group contexts.
- Develop a method of Practice that effectively integrates concepts and practical ways to realize them across a variety of aesthetics.

LEARNING OUTCOMES

A. Knowledge and Understanding

By the end of the programme, students will have knowledge and understanding of:

- A1. Aspects of production such as directing, set, costume and light designing and stage managing;
- A2. The work of key practitioners and Practices from different periods of theatre history, in their cultural and historical context;
- A3. Acting, voice and movement techniques;
- A4. The forms, Practices, traditions and histories of performance and the theoretical explanations of those histories;
- A5. How to analyze texts and effect the transition from page to performance;
- A6. The processes, by which performance is created, realised and managed;

B. Cognitive Skills

By the end of the programme, students will be able to:

- B1. Read and analyse a variety of texts, including secondary sources and theoretical writings;
- B2. Think logically and make reasonable judgments based on and supported by evidence;
- B3. Engage in critical thinking;
- B4. Apply drama and theatre studies concepts and theories;

C. Practical and Professional Skills

By the end of the programme, students will be able to:

- C1. Conduct research independently or in a group;
- C2. Plan and write essays and research papers that make use of critical reading and bibliographic skills appropriate to the discipline
- C3. Interpret critically and evaluate performance texts and performance events;
- C4. Apply acting, voice and movement techniques in performance;
- C5. Contribute to the creation and production of performance through techniques, crafts and working methods; including theatre technology

D. Transferable Generic Skills

By the end of the programme, students will be able to:

D1. Utilize information technology skills such as word processing and the ability to access electronic data;
 D2. Communicate effectively and persuasively orally and in a variety of written forms;
 D3. Work independently or in a group, demonstrating skills in leadership, organisation of self and others, decision making, problem solving and the meeting of deadlines ;

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

Liberal Education Program (approved on May 4, 2015)

Core Courses	
WP1010 Introduction to Academic Writing	3
WP1111 Integrated Academic Writing & Ethics	3
WP1212 Academic Writing and Research	3
Mathematics (basic statistics, college algebra, OR higher)	3
SP2300 Presentation Skills or EN3342 Professional Communication or equivalent	3
Introduction to information systems or equivalent computer literacy course *	3
Any Natural Science with a lab	4
	22
Liberal Education Electives (must meet at least 4 LE competencies)	
LE designated course in Natural Sciences (without a lab)	3
LE designated courses in the Social Sciences	9
LE designated courses in Humanities	6
LE designated course in Fine and Performing Arts	3
	21
TOTAL	43 cr.

*May be fulfilled through appropriate academic evaluation

The programme shares some courses with the following programmes: Dance (2 electives) and Music (1 elective).

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding				
Learning outcomes:	Learning and teaching strategy/ assessment methods			
<p>By the end of the programme, students will be able to:</p> <p>A1. Demonstrate knowledge of the work of key practitioners and Practices from different periods of theatre history, in their cultural and historical context; and locate their Practice within these.</p>	<p><u>Module</u></p> <p>LEVEL 4: DR 2220 The Theatrical Event</p>	<u>Assessment</u>		<p><u>L&T:</u></p> <p>Common to all modules</p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <p><input type="checkbox"/> Classes consist of lectures, workshops, presentations, class discussions, video presentations</p> <p><input type="checkbox"/> Office hours: where they can ask questions can bring ongoing projects to discuss and go over lecture material.</p> <p><input type="checkbox"/> Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</p>
		Take-home exam (midterm)	40%	
	Essay (2,500 words)	60%		
	DR2010 Movement for the Stage	Portfolio of Practice (3 movement studies, 3-4 minutes each)	60%	
		Portfolio of Reflection (short writings /observation/ documentation assignments) 1,200 words in total	40%	
	DR2111The Space of Performance	Coursework assignments and participation	20%	
		Portfolio of critical writings (total 2,500-3,00 words)	40%	
		Final project : story board, drawing/sketches, research	40%	

	DR2013 The Actor's Process	Project/Character presentation 5-7 minutes	40%	
		Reflective paper (1000 words)	20%	
		Final Performance in duets 10-12 minutes	40%	
	DR2126 Theatre In Athens	Mid-term Written exam, covering the up to the exam date material. (60 min.)exam	40%:	
		Final exam covering all the material of the semester. (2 hours)	60%	
	LEVEL 5			
	DR3139 Practical Dramaturgy	Midterm Presentation of Elements for Stage Adaptation	30%	
		Portfolio of critical writings (2500–3000 words)	30%	
		Full Analytical Text Presentation	40%	
	DR3246 Performance as A Political and Social Act	Journal of social observations	30%	
		Performance assignment	30%	
		Reflective Essay (3500 words)	40%	
	DR3227 The Scenographic Space of Performance	Portfolio of critical writings (3,500-4,000)	50%	
		Final project: storyboard, model box and portfolio	50%	

	DR3038 The Face and the Mask	Portfolio of critical writings (3,500-4,000)	40%
		Final project: Portfolio designs for a specific play, research done, rough renderings of masks and completed designs	60%
	DA3015 From Improvisation to Emergent Form	Midterm presentation of draft performance score	35%
		Final practical presentation: final score in performance	45%
		Portfolio (Research): written (and other media) archive and documentation of the student's (individual) research process, including reflection on formative ideas and sources.	20%
	DR3140 Acting the Scene	Midterm presentation (5-7 min)	40%
	DR3110 Movement for the Theatre Practitioner	Assessment 1: solo investigation/presentation (text based) (3-5 minutes)	35%
		Assessment 2: group presentation 5-7 minutes	45%
		Assessment 3: Reflective paper on the physical research and key readings (900-1000 words)	20%

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Commented [ASC2]: Paper changed to 15% (from 10%)

	MU3061 Music Theatre Workshop I	<table border="1"> <tr> <td>Reflective Journal</td> <td>20%</td> </tr> <tr> <td>Final examination in performance form</td> <td>80%</td> </tr> </table>	Reflective Journal	20%	Final examination in performance form	80%		
	Reflective Journal	20%						
	Final examination in performance form	80%						
	LEVEL 6							
	DR4423 Critical Practices and Contemporary Performance	<table border="1"> <tr> <td>Portfolio of critical writings (total 2,500-3,00 words)</td> <td>40%</td> </tr> <tr> <td>Final project : portfolio of research</td> <td>60%</td> </tr> </table>	Portfolio of critical writings (total 2,500-3,00 words)	40%	Final project : portfolio of research	60%		
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	DR4819 Performing Repertory	<table border="1"> <tr> <td>Portfolio of Reflection: Learning Contract, Final reflection</td> <td>20%</td> </tr> <tr> <td>Production: Outcomes negotiated in learning contract and will vary according to role undertaken (performance, journals, promptbooks, rehearsal notes, design plans, marketing tools, risk assessment)</td> <td>80%</td> </tr> </table>	Portfolio of Reflection: Learning Contract, Final reflection	20%	Production: Outcomes negotiated in learning contract and will vary according to role undertaken (performance, journals, promptbooks, rehearsal notes, design plans, marketing tools, risk assessment)	80%		
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	DR4521 The Classical Tradition in a contemporary context	<table border="1"> <tr> <td>Research paper (2500)</td> <td>40%</td> </tr> <tr> <td>Group presentation</td> <td>60%</td> </tr> </table>	Research paper (2500)	40%	Group presentation	60%		
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	DR4780 Final Year Project	<table border="1"> <tr> <td>Project proposal/essay plan</td> <td>20%</td> </tr> <tr> <td>Midterm oral presentation</td> <td>30%</td> </tr> <tr> <td>Final presentation/submission</td> <td>50%</td> </tr> </table>	Project proposal/essay plan	20%	Midterm oral presentation	30%	Final presentation/submission	50%
	Project proposal/essay plan	20%						
Midterm oral presentation	30%							
Final presentation/submission	50%							

A2. Analyse and compare the forms, Practices, traditions and histories of performance and the theoretical explanations of those histories;	DR4063 Stage Combat	Midterm – performance of two taught fight choreographies (one unarmed, one armed) 7-10 minutes	40
		Final group presentation of a devised fight choreography in a play script (10-15 minutes)	60
	DR4069 Physical Theatres	Portfolio of critical writings & analysis of a key practitioner and their work (total 2,000)	40
		Group Performance Project (15-20 minutes)	60
	DR4070 New Spatialities: Contemporary Performance and Outdoor Spaces	Portfolio of critical writings (total 2,500-3,00 words)	40%
		Final project (including portfolio of research)	60%
	<u>LEVEL 4</u>		
	DR2220 The Theatrical Event	Take-home exam (midterm)	40%
		Essay (2,500 words)	60%
	DR2111 The Space of Performance	Coursework assignments and participation	20%
		Portfolio of critical writings (total 2,500-3,00 words)	40%
		Final project : story board, drawing/sketches, research	40%

	DR2013 The Actor's Process	Project/Character presentation 5-7 minutes	40%
		Reflective paper (1000 words)	20%
		Final Performance in duets 10-12 minutes	40%
	DR2126 Theatre in Athens	Mid-term Written exam, covering the up to the exam date material.	40%
		Final exam covering all the material of the semester.	60%
	DR2461 Introduction to Theatre Practice	Portfolio of Practice: 3 'laboratory style' group projects + preparatory research	70%
		Evaluation of Practice (1 self/1 group assessment assignment)	30%
	<u>LEVEL5</u>		
	DR3762 Theatre as a Collaborative Practice	Portfolio of Practice: (learning contract, research/plans towards performance, reflection of final performance in relation to learning contract)	30%
		Final Performance	70%
	DR3246 Performance as A Political and Social Act	Journal of social observations	30%
		Performance assignment	30%
		Reflective Essay (3500 words)	40%

	DR3227 The Scenographic Space of Performance	Portfolio of critical writings (3,500-4,000)	40%
		Final project: Portfolio designs for a specific play, research done, rough renderings of masks and completed designs	60%
	DR3038 The Face and the Mask	Portfolio of critical writings (3,500-4,000)	50%
		Final project: storyboard, model box and portfolio	50%
	DA3015 From Improvisation to Emergent Form	Midterm presentation of draft performance score	35%
		Final practical presentation: final score in performance	45%
		Portfolio (Research): written (and other media) archive and documentation of the student's (individual) research process, including reflection on formative ideas and sources.	20%
	DR3035 Sound in Theatre	Portfolio of research into sound and analysis of dramatic text, demonstrating opportunities for sound.	40%
		Final production of soundscape	60 %
	DR3110 Movement for the Stage Practitioner	Assessment 1: solo investigation/presentation (text based) (3-5 minutes)	35%
		Assessment 2: group presentation 5-7 minutes	45%

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Commented [ASC4]: Paper changed to 15% (from 10%)

		Assessment 3: Reflective paper on the physical research and key readings (900-1000 words)	20%
	MU3061 Music Theatre Workshop I		
	LEVEL 6		
		Reflective Journal	20%
		Final examination in performance form	80%
	DR4423 Critical Practices and Contemporary Performance		
		Portfolio of critical writings (total 2,500-3,00 words)	40%
		Final project : portfolio of research	60%
	DR4819 Performing Repertory		
		Portfolio of Reflection: Learning Contract, Final reflection	20%
		Production: Outcomes negotiated in learning contract and will vary according to role undertaken (performance, journals, promptbooks, rehearsal notes, design plans, marketing tools, risk assessment)	80%
	DR4521 The Classical Tradition in Contemporary Contexts		
		Research paper (2500)	40%
		Group presentation	60%
	DR4780 Final Year Project		
		Project proposal/essay plan	20%
		Midterm oral presentation	30%

A3. Analyse texts and effect the transition from page to performance;	DR4030 Costume Design	Final presentation/submission	50%
		Portfolio of costume designs for a specific play.	40%
		Final exam (Comprehensive) .	60%
	DR4063 Stage Combat	Midterm – performance of two taught fight choreographies (one unarmed, one armed) 7-10 minutes	40%
		Final group presentation of a devised fight choreography in a play script (10-15 minutes)	60%
	DA4069 Physical Theatre	Portfolio of critical writings & analysis of a key practitioner and their work (total 2,000)	40
		Group Performance Project (15-20 minutes)	60
	DR4070 New Spatialities: Contemporary Performance and Outdoor Space	Portfolio of critical writings (total 2,500-3,00 words)	40%
		Final project (including portfolio of research)	60%
	LEVEL 4 DR2015 Voice & Speech I	Midterm Presentation	35%

	DR2111 The Space of Performance	Written Critical Evaluation	15%
		Final Presentation	50%
	DR2013 The Actor's Process	Coursework assignments and participation	20%
		Portfolio of critical writings (total 2,500-3,00 words) 40%	40%
		Final project : story board, drawing/sketches, research	40%
	DR2461 Introduction to Theatre Practice	Project/Character presentation 5-7 minutes	40%
		Reflective paper (1000 words)	20%
		Final Performance in duets 10-12 minutes	40%
	LEVEL 5	Portfolio of Practice: 3 'laboratory style' group projects + preparatory research	70%
		Evaluation of Practice (1 self/1 group assessment assignment)	30%
	DR3139 Practical Dramaturgy	Midterm Presentation of Elements for Stage Adaptation	30%
		Portfolio of critical writings (2500–3000 words)	30%
		Full Analytical Text Presentation	40%
	DR3762 Theatre as a		

	Collaborative Practice		
	DR3228 The Directing Process	Portfolio of Practice: (learning contract, research/plans towards performance, reflection of final performance in relation to learning contract)	30%
		Final Performance	70%
	DR3227 The Scenographic Space of Performance	Project 1: Use of space	20%
		Project 2: Space/Action/Coaching	30%
		Final Project	50%
	DR3035 Sound in the Theatre	Portfolio of critical writings (3,500-4,000)	50%
		Final project: storyboard, model box and portfolio	50%
	DR3140 Acting the Scene	Portfolio of research into sound and analysis of dramatic text, demonstrating opportunities for sound.	40%
		Final production of soundscape	60 %
	DR3116 Voice & Speech II	Midterm presentation (5-7 min)	40%
		Final Performance (15-20 min)	60%

	LEVEL 6 DR4819 Performing Repertory	Midterm Presentation (text)	35%
		Cumulative Self-Evaluation (Voice journal)	15%
		Final Presentation (text)	50%
	DR4521 The Classical Tradition in Contemporary Contexts	Portfolio of Reflection: Learning Contract, Final reflection	20%
		Production: Outcomes negotiated in learning contract and will vary according to role undertaken (performance, journals, promptbooks, rehearsal notes, design plans, marketing tools, risk assessment)	80%
	DR4780 Final Year Project	Research paper (2500)	40%
		Group presentation	60%
	DR4329 Advanced Directing	Project proposal/essay plan	20%
		Midterm oral presentation	30%
		Final presentation/submission	50%
	DR4241 Advanced Acting	Journals/ notes/ drafts/ sketches: written evidence of research and concrete plan of action	20%
		Final Project 20-30 minutes performance + Reflective paper examined as a comprehensive whole.	80%

A4. Demonstrate an understanding of the processes, by which performance is created, realised and managed and the socio-cultural milieu that shapes these;	DR4063 Stage Combat	Oral Presentation- Critical analysis of the play and the character. (10 minutes)	20%	
		Half-way rehearsal of the piece: Full mastery of character's lines (minutes)	20%	
		Final Performance (15-20 minutes)	60%	
	DR4069 Physical Theatres	Midterm – performance of two taught fight choreographies 7-10 minutes	40%	
		Final group presentation of a devised fight choreography in a play script (10-15 minutes)	60%	
	LEVEL 4			
	DR2111 The Space of Performance	Portfolio of critical writings & analysis of a key practitioner and their work (total 2,000)	40%	
		Group Performance Project (15-20 minutes)	60%	
	DR2126 Theatre in Athens	Coursework assignments and participation	20%	
		Portfolio of critical writings (total 2,500-3,00 words)	40%	
		Final project : story board, drawing/sketches, research	40%	

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	LEVEL 5 DR3762 Theatre as a Collaborative Practice	Mid-term Written exam, covering the up to the exam date material. (60 min.)exam	40%
		Final exam covering all the material of the semester. (2 hours)	60%
	DR3246 Performance as A Political and Social Act	Portfolio of Practice: (learning contract, research/plans towards performance, reflection of final performance in relation to learning contract)	30%
		Final Performance	70%
	DR3227 The Scenographic Space of Performance	Journal of social observations	30%
		Performance assignment	30%
		Reflective Essay (3500 words)	40%
	MU3061 Music Theatre Workshop I	Portfolio of critical writings (3,500-4,000)	50%
		Final project: storyboard, model box and portfolio	50%
	LEVEL 6 DR4423 Critical Practices and	Reflective Journal	20%
		Final examination in performance form	80%

	Contemporary Performance		
	DR4819 Performing Repertory	Portfolio of critical writings (total 2,500-3,00 words)	40%
		Final project : portfolio of research	60%
	DR4521 The Classical Tradition in a Contemporary Context	Portfolio of Reflection: Learning Contract, Final reflection	20%
		Production: Outcomes negotiated in learning contract and will vary according to role undertaken (performance, journals, promptbooks, rehearsal notes, design plans, marketing tools, risk assessment)	80%
	DR4780 Final Year Project	Research paper (2500)	40%
		Group presentation	60%
	DR4070 New Spatialities: Contemporary Performance and Outdoor Space	Project proposal/essay plan	20%
		Midterm oral presentation	30%
		Final presentation/submission	50%
		Portfolio of critical writings (total 2,500-3,00 words)	40%
		Final project (including portfolio of research)	60%

3B. Cognitive skills								
Learning outcomes:	Learning and teaching strategy/ assessment methods							
<p>By the end of the programme, students will be able to:</p> <p>B1. Analyse a variety of texts, including secondary sources and theoretical writings;</p>	<p><u>Module</u></p> <p>LEVEL 4</p> <p>DR2220 The Theatrical Event</p>	<p><u>Assessment</u></p> <table border="1"> <tr> <td>Take-home exam (midterm)</td> <td>40%</td> </tr> <tr> <td>Essay (2,500 words)</td> <td>60%</td> </tr> </table>	Take-home exam (midterm)	40%	Essay (2,500 words)	60%		
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	<p>DR2111 The Space of Performance</p>	<table border="1"> <tr> <td>Coursework assignments and participation</td> <td>20%</td> </tr> <tr> <td>Portfolio of critical writings (total 2,500-3,00 words) 40%</td> <td>40%</td> </tr> <tr> <td>Final project : story board, drawing/sketches, research</td> <td>40%</td> </tr> </table>	Coursework assignments and participation	20%	Portfolio of critical writings (total 2,500-3,00 words) 40%	40%	Final project : story board, drawing/sketches, research	40%
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	<p>LEVEL 5</p> <p>DR3139 Practical Dramaturgy</p>	<table border="1"> <tr> <td>Midterm Presentation of Elements for Stage Adaptation</td> <td>30%</td> </tr> <tr> <td>Portfolio of critical writings (2500–3000 words)</td> <td>30%</td> </tr> <tr> <td>Full Analytical Text Presentation</td> <td>40%</td> </tr> </table>	Midterm Presentation of Elements for Stage Adaptation	30%	Portfolio of critical writings (2500–3000 words)	30%	Full Analytical Text Presentation	40%
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Full Analytical Text Presentation	40%							
		<p><u>L&T</u></p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classes consist of lectures, workshops, presentations, class discussions, video presentations <input type="checkbox"/> Office hours: where they can ask questions can bring ongoing projects to discuss and go over lecture material. <input type="checkbox"/> Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. 						

	DR3246 Performance as A Political and Social Act	Journal of social observations	30%	
		Performance assignment	30%	
		Reflective Essay (3500 words)	40%	
	DR3227 The Scenographic Space of Performance	Portfolio of critical writings (3,500-4,000)	50%	
		Final project: storyboard, model box and portfolio	50%	
	DR3038 The Face & The Mask	Portfolio of critical writings (3,500-4,000)	40%	
		Final project: Portfolio designs for a specific play, research done, rough renderings of masks and completed designs	60%	
	LEVEL 6			
	DR4423 Critical Practices and Contemporary Performance	Portfolio of critical writings (total 2,500-3,00 words)	40%	
		Final project : portfolio of research	60%	
	DR4521 The Classical Tradition in Contemporary Contexts	Research paper (2500)	40%	
		Group presentation	60%	
	DR4780 Final Year Project	Project proposal/essay plan	20%	
		Midterm oral presentation	30%	
		Final presentation/submission	50%	

<p>B2. Apply critical and logical thinking and make reasonable judgments based on and supported by evidence;</p>	<p><u>ALL MODULES</u></p>	<p>Essays Project Planning and Delivery Oral Presentations Portfolios of Practice Journals Self and Group Assessment tasks Portfolios of Critical Writings Exams Performance Presentations</p>	
<p>B3. Apply drama and theatre studies concepts and theories in the development and evaluation of their Practice and/or that of others</p>	<p><u>ALL MODULES</u></p>	<p>Essays Project Planning and Delivery Oral Presentations Portfolios of Practice Journals Self and Group Assessment tasks Portfolios of Critical Writings Exams</p>	

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

<p>By the end of the programme, students will be able to:</p> <p>C1. Take part in research independently or in a group;</p>	<p><u>Modules</u></p> <p><u>ALL MODULES</u></p>	<p><u>Assessment</u></p> <p>Practical presentations require Practice-based research Oral Presentations Portfolio of Critical Writings</p>	<p><u>L&T</u></p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p>
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C2. Plan and write essays and research papers that make use of critical reading and bibliographic skills appropriate to the discipline	<p>LEVEL 4</p> <p>DR2220 The Theatrical Event</p> <p>DR2111 The Space of Performance</p>	Portfolio of Practice (p-a-r) Design plans Journals			<p><input type="checkbox"/> Classes consist of lectures, workshops, presentations, class discussions, video presentations</p> <p><input type="checkbox"/> Office hours: where they can ask questions can bring ongoing projects to discuss and go over lecture material.</p> <p><input type="checkbox"/> Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</p>
			Take-home exam (midterm)	40%	
			Essay (2,500 words)	60%	
			Coursework assignments and participation	20%	
			Portfolio of critical writings (total 2,500-3,00 words)	40%	
			Final project : story board, drawing/sketches, research	40%	
	<p>LEVEL 5</p> <p>DR3246 Performance as A Political and Social Act</p>		Journal of social observations	30%	
			Performance assignment	30%	
			Reflective Essay (3500 words)	40%	
	<p>DR3227 The Scenographic Space of Performance</p>		Portfolio of critical writings (3,500-4,000)	50%	
			Final project: storyboard, model box and portfolio	50%	
	<p>DR3038 The Face and the Mask</p>		Portfolio of critical writings (3,500-4,000)	40%	
		Final project: Portfolio designs for a specific play, research done, rough renderings of masks and completed designs	60%		

	DR3110 Movement for the Theatre Practitioner	Assessment 1: solo investigation/presentation (text based) (3-5 minutes)	35%
		Assessment 2: group presentation 5-7 minutes	45%
		Assessment 3: Reflective paper on the physical research and key readings (900-1000 words)	20%
	LEVEL 6 DR4423 Critical Practices and Contemporary Performance	Portfolio of critical writings (total 2,500-3,00 words)	40%
		Final project : portfolio of research	60%
	DR4521 The Classical Tradition in Contemporary Contexts	Research paper (2500)	40%
		Group presentation	60%
	DR4780 Final Year Project	Project proposal/essay plan	20%
		Midterm oral presentation	30%
		Final presentation/submission	50%
	DR4070 New Spatialities:	Portfolio of critical writings (total 2,500-3,00 words)	40%

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Commented [ASC7]: Paper changed to 15% (from 10%)

C3. Apply acting, voice and movement techniques in performance;	Contemporary Performance and Outdoor Space	Final project (including portfolio of research)	60%
	LEVEL 4		
	DR2010 Movement for the Stage	Portfolio of Practice (3 movement studies, 3-4 minutes each)	60%
		Portfolio of Reflection (short writings /observation/ documentation assignments) 1,200 words in total	40%
	DR2015 Voice & Speech I	Midterm Presentation	35%
		Written Critical Evaluation	15%
		Final Presentation	50%
	DR2013 The Actor's Process	Midterm Presentation	35%
		Written Critical Evaluation	15%
		Final Presentation	50%
	DR2461 Introduction to Theatre Practice	Portfolio of Practice: 3 'laboratory style' group projects + preparatory research	70%
		Evaluation of Practice (1 self/1 group assessment assignment)	30%

	LEVEL 5 DR3762 Theatre as a Collaborative Practice	Portfolio of Practice: (learning contract, research/plans towards performance, reflection of final performance in relation to learning contract)	30%
		Final Performance	70%
	DR3228 The Directing Process	Project 1: Use of space	20%
		Project 2: Space/Action/Coaching	30%
		Final Project	50%
		Midterm presentation of draft performance score	35%
		Final practical presentation: final score in performance	45%
	DA3015 From Improvisation to emergent Form	Portfolio (Research): written (and other media) archive and documentation of the student's (individual) research process, including reflection on formative ideas and sources.	20%
	DR3140 Acting the Scene	Midterm presentation (5-7 min)	40%
		Final Performance (15-20 min)	60%
		Assessment 1: solo investigation/presentation (text based) (3-5 minutes)	35%
	DR3110 Movement for the Theatre Practitioner	Assessment 2: group presentation 5-7 minutes	45%
		Assessment 3: Reflective paper on the physical research and key readings (900-1000 words)	20%

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	DR3116 Voice & Speech II	Midterm Presentation (text)	35%
		Cumulative Self-Evaluation (Voice journal)	15%
		Final Presentation (text)	50%
	MU3061 Music Theatre Workshop I	Reflective Journal	20%
		Final examination in performance form	80%
	LEVEL 6 DR4819 Performing Repertory	Portfolio of Reflection: Learning Contract, Final reflection	20%
		Production: Outcomes negotiated in learning contract and will vary according to role undertaken (performance, journals, promptbooks, rehearsal notes, design plans, marketing tools, risk assessment)	80%
	DR4521 The Classical Tradition in Contemporary Contexts	Research paper (2500)	40%
		Group presentation	60%
	DR4780 Final Year Project	Project proposal/essay plan	20%
		Midterm oral presentation	30%
		Final presentation/submission	50%

	DR4329 Advanced Directing	Journals/ notes/ drafts/ sketches: written evidence of research and concrete plan of action	20
		Final Project 20-30 minutes performance + Reflective paper examined as a comprehensive whole.	80%
	DR4241 Advanced Acting	Oral Presentation- Critical analysis of the play and the character. (10 minutes)	20%
		Half-way rehearsal of the piece: Full mastery of character's lines (minutes)	20%
		Final Performance (15-20 minutes)	60%
	DR4063 Stage Combat	Midterm – performance of two taught fight choreographies (one unarmed, one armed) 7-10 minutes	40%
		Final group presentation of a devised fight choreography in a play script (10-15 minutes)	60%
	DA4069 Physical Theatres	Portfolio of critical writings & analysis of a key practitioner and their work (total 2,000)	40%
		Group Performance Project (15-20 minutes)	60%
	DR4070 New Spatialities: Contemporary Performance and Outdoor Space	Portfolio of critical writings (total 2,500-3,00 words)	40%
		Final project (including portfolio of research)	60%

Commented [e10]: Is that correct???

C4. Contribute to the creation and production of performance through techniques, crafts and working methods; including theatre technology;	LEVEL 4 DR2032 Stagecraft	Prompt book project	20%
		Risk assessment project	30%
		Final group project:	50%
	DR2461 Introduction to Theatre Practice	Portfolio of Practice: 3 'laboratory style' group projects + preparatory research	70%
		Evaluation of Practice (1 self/1 group assessment assignment)	30%
	EVEL 5 DR3762 Theatre as a Collaborative Practice	Portfolio of Practice: (learning contract, research/plans towards performance, reflection of final performance in relation to learning contract)	30%
		Final Performance	70%
	DR3118 Stage Lighting	Paper: Short analysis -(700 – 900 words)	10%
		Mid-term exam	30%
		Final project: Designing and execution of lighting plan.	60%

	DA3015 From Improvisation to Emergent Form	Midterm presentation of draft performance score	35%
		Final practical presentation: final score in performance	45%
		Portfolio (Research): written (and other media) archive and documentation of the student's (individual) research process, including reflection on formative ideas and sources.	20%
	DR3035 Sound in Theatre	Portfolio of research into sound and analysis of dramatic text, demonstrating opportunities for sound.	40%
		Final production of soundscape	60 %
	MU3061 Music Theatre Workshop	Reflective Journal	20%
		Final examination in performance form	80%
	LEVEL 6 DR4819 Performing Repertory	Portfolio of Reflection: Learning Contract, Final reflection	20%
		Production: Outcomes negotiated in learning contract and will vary according to role undertaken (performance, journals, promptbooks, rehearsal notes, design plans, marketing tools, risk assessment)	80%
	DR4780 Final Independent Project	Project proposal/essay plan	20%
		Midterm oral presentation	30%
		Final presentation/submission	50%

3D. Key/transferable skills									
Learning outcomes:	Assessment methods	L & T strategy							
<p>By the end of the programme, students will be able to:</p> <p>D1. Utilize information technology skills such as word processing and the ability to access electronic data;</p>	<p><u>Module</u></p> <p>LEVEL 4</p> <p>DR2200 The Theatrical Event</p>	<p><u>L&T</u></p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <p><input type="checkbox"/> Classes consist of lectures, workshops, presentations, class discussions, video presentations</p> <p><input type="checkbox"/> Office hours: where they can ask questions can bring ongoing projects to discuss and go over lecture material.</p> <p><input type="checkbox"/> Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</p>							
	<p>DR2111 The Space of Performance</p>		<p><u>Assessment</u></p> <table border="1"> <tr> <td>Take-home exam (midterm)</td> <td>40%</td> </tr> <tr> <td>Essay (2,500 words)</td> <td>60%</td> </tr> </table>	Take-home exam (midterm)	40%	Essay (2,500 words)	60%		
	Take-home exam (midterm)		40%						
	Essay (2,500 words)		60%						
	<p>DR2032 Stagecraft</p>		<table border="1"> <tr> <td>Coursework assignments and participation</td> <td>20%</td> </tr> <tr> <td>Portfolio of critical writings (total 2,500-3,00 words)</td> <td>40%</td> </tr> <tr> <td>Final project : story board, drawing/sketches, research</td> <td>40%</td> </tr> </table>	Coursework assignments and participation	20%	Portfolio of critical writings (total 2,500-3,00 words)	40%	Final project : story board, drawing/sketches, research	40%
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	Portfolio of critical writings (total 2,500-3,00 words)		40%						
	Final project : story board, drawing/sketches, research		40%						
	<p>LEVEL 5</p> <p>DR3246 Performance as A Political and Social Act</p>		<table border="1"> <tr> <td>Prompt book project</td> <td>20%</td> </tr> <tr> <td>Risk assessment project</td> <td>30%</td> </tr> <tr> <td>Final group project:</td> <td>50%</td> </tr> </table>	Prompt book project	20%	Risk assessment project	30%	Final group project:	50%
	Prompt book project		20%						
Risk assessment project	30%								
Final group project:	50%								
<p>DR3227 The Scenographic Space of performance</p>	<table border="1"> <tr> <td>Journal of social observations</td> <td>30%</td> </tr> <tr> <td>Performance assignment</td> <td>30%</td> </tr> <tr> <td>Reflective Essay (3500 words)</td> <td>40%</td> </tr> </table>	Journal of social observations	30%	Performance assignment	30%	Reflective Essay (3500 words)	40%		
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Portfolio of critical writings (3,500-4,000)	50%								

3D. Key/transferable skills			
	DR3038 The Face & The Mask	Final project: storyboard, model box and portfolio	50%
		Portfolio of critical writings (3,500-4,000)	40%
		Final project: Portfolio designs for a specific play, research done, rough renderings of masks and completed designs	60%
	LEVEL 6 DR4423 Critical Practices and Contemporary Performance	Portfolio of critical writings (total 2,500-3,00 words)	40%
		Final project : portfolio of research	60%
	DR4780 Final Year Project	Project proposal/essay plan	20%
		Midterm oral presentation	30%
		Final presentation/submission	50%
	DR4025 Computational Media & Interactive Arts	Coursework portfolio	45%
		Class participation, contribution	10%
		Final project	45%

3D. Key/transferable skills								
D2. Communicate effectively and persuasively orally and in a variety of written forms;	DR4070 New Spatialities: Contemporary Performance and Outdoor Space	<table border="1"> <tr> <td>Portfolio of critical writings (total 2,500-3,00 words)</td> <td>40%</td> </tr> <tr> <td>Final project (including portfolio of research)</td> <td>60%</td> </tr> </table>	Portfolio of critical writings (total 2,500-3,00 words)	40%	Final project (including portfolio of research)	60%		
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	LEVEL 4							
	DR2015 Voice & Speech I	<table border="1"> <tr> <td>Midterm Presentation</td> <td>35%</td> </tr> <tr> <td>Written Critical Evaluation</td> <td>15%</td> </tr> <tr> <td>Final Presentation</td> <td>50%</td> </tr> </table>	Midterm Presentation	35%	Written Critical Evaluation	15%	Final Presentation	50%
	Midterm Presentation	35%						
	Written Critical Evaluation	15%						
	Final Presentation	50%						
	DR2013 The Actor's Process	<table border="1"> <tr> <td>Midterm Presentation</td> <td>35%</td> </tr> <tr> <td>Written Critical Evaluation</td> <td>15%</td> </tr> <tr> <td>Final Presentation</td> <td>50%</td> </tr> </table>	Midterm Presentation	35%	Written Critical Evaluation	15%	Final Presentation	50%
	Midterm Presentation	35%						
	Written Critical Evaluation	15%						
	Final Presentation	50%						
LEVEL 5								
DR3140 Acting the Scene	<table border="1"> <tr> <td>Project/Character presentation 5-7 minutes</td> <td>40%</td> </tr> <tr> <td>Reflective paper (1000 words)</td> <td>20%</td> </tr> <tr> <td>Final Performance in duets 10-12 minutes</td> <td>40%</td> </tr> </table>	Project/Character presentation 5-7 minutes	40%	Reflective paper (1000 words)	20%	Final Performance in duets 10-12 minutes	40%	
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Final Performance in duets 10-12 minutes	40%							
DR3116 Voice & Speech II	<table border="1"> <tr> <td>Midterm Presentation (text)</td> <td>35%</td> </tr> <tr> <td>Cumulative Self-Evaluation (Voice journal)</td> <td>15%</td> </tr> <tr> <td>Final Presentation (text)</td> <td>50%</td> </tr> </table>	Midterm Presentation (text)	35%	Cumulative Self-Evaluation (Voice journal)	15%	Final Presentation (text)	50%	
Midterm Presentation (text)	35%							
Cumulative Self-Evaluation (Voice journal)	15%							
Final Presentation (text)	50%							

3D. Key/transferable skills									
D3. Work independently or in a group, demonstrating skills in leadership, organisation of self and others, decision making, problem solving and the meeting of deadlines ;	LEVEL 6								
	DR4780 Final Year Project	<table border="1"> <tr> <td>Project proposal/essay plan</td> <td>20%</td> </tr> <tr> <td>Midterm oral presentation</td> <td>30%</td> </tr> <tr> <td>Final presentation/submission</td> <td>50%</td> </tr> </table>	Project proposal/essay plan	20%	Midterm oral presentation	30%	Final presentation/submission	50%	
	Project proposal/essay plan	20%							
	Midterm oral presentation	30%							
	Final presentation/submission	50%							
	DR4241 Advanced Acting	<table border="1"> <tr> <td>Midterm presentation (5-7 min)</td> <td>40%</td> </tr> <tr> <td>Final Performance (15-20 min)</td> <td>60%</td> </tr> </table>	Midterm presentation (5-7 min)	40%	Final Performance (15-20 min)	60%			
Midterm presentation (5-7 min)	40%								
Final Performance (15-20 min)	60%								
ALL MODULES	<ul style="list-style-type: none"> -Project based work -Group presentations - Essay/papers 								

4. Programme Structure

Programme Structure - LEVEL 1			
Compulsory modules	Credit points	Optional modules	Credit points
	120		
DR2200 The Theatrical Event	15		
DR2010 Movement for the Stage	15		
DR2015 Voice & Speech I	15		
DR2111 The Space of Performance	15		
DR2013 The Actor's Process	15		
DR2126 Theatre in Athens	15		
DR2032 Introduction to Stage Craft	15		
DR2461 Introduction to Theatre Practice	15		

[Certificate of Higher Education in Graphic Design (Cert HE) is awarded to students who have completed 120 credits at Level 4 (120 credits, 8 15-credit modules).]

Programme Structure - LEVEL 2			
Compulsory modules	Credit points	Optional modules (4 electives from)	Credit points
	60		60
DR3139 Practical Dramaturgy	15	DR3118 Stage Lighting	15
DR3762 Theatre as a Collaborative Practice	15	DR3227 The Scenographic Space of Performance	15
DR3347 Performance as a Political and Social Act	15	DR3038 The Face & the Mask	15
DR3228 The Directing Process	15	DA3015 From Improvisation to Emergent Form	15
		DR3035 Sound in Theatre	15
		DR3140 Acting the Scene	15
		DR3110 Movement for the Theatre Practitioner	15
		DR3116 Voice & Speech II	15

Programme Structure - LEVEL 2			
Compulsory modules	Credit points	Optional modules (4 electives from)	Credit points
		MU3061 Music Theatre Workshop I	15 15

[Diploma of Higher Education in Theatre Arts (Dip HE) is awarded to students who have completed 240 credits comprising of 120 credits at Level 4 (120 credits, 8 15-credit modules) and 120 at Level 5 (120 credits, 8 15-credit modules)]

Programme Structure - LEVEL 3			
Compulsory modules	Credit points	Optional modules (four selected from:)	Credit points
	60		60
DR4423 Critical Practices and Contemporary Performance	15	DR4329 Advanced Directing	15
DR4819 Performing Repertory	15	DR4241 Advanced Acting	15
DR4521 Exploring the classical tradition in a contemporary context	15	DR4030 Costume Design	15
DR4500 Independent Final Project	15	DR4063 Stage Combat	15
		DR4025 Computational Media and Interactive Arts	15
		DR4069 Physical Theatres	15
		DR4070 New Spatialities: Contemporary Performance and Outdoor Space	15

[Bachelor of Arts Ordinary in Theatre Arts is awarded upon completion of 300 credits (20 15 credit modules) of which a minimum of 60 should be at level 6 with the remainder comprising 120 credits at Level 4 and 120 at level 5 students]

[Bachelor of Arts with Honours in Theatre Arts is awarded upon completion of 360 credits]

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

n/a

6. Support for students and their learning

Academic Advising

Responsible for coordinating all aspects of the undergraduate advising process, the Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

Student success is measured through academic performance and other methods of instructor evaluation. At-risk populations are rigorously supervised by the Academic Advising Office.

Student Orientation

Organized and coordinated by the Office of Student Affairs, the New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/DEREE degrees), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular programming. Various sources of information are employed to help the student make a smooth transition to the College environment. Among these are orientation folders containing material on available services, information sessions with administrators and student Orientation Leaders, activity fair, and stands that promote student organizations. A parent orientation session is held as part of the orientation program. The Validation Office and the Registrar offer presentations on the OU award and its academic policies at Student Orientation.

The Student Academic Support Services (SASS) is open daily and offers academic

assistance to all DERE-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

The Office of Student Affairs is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. All the student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

The Student Association maintains bridges of communication between the students and the administration. Members of the Student Association participate in academic committees where they contribute their input.

The Student Success Center supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Center aims to create the optimum conditions so that students can follow the path to academic success. The SSC web page has been set up to reflect the one-stop concept of the Center and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counseling from the Educational Psychologist on campus.

The Office of Career Services offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and LinkedIn. The variety of programs and services offered to students and alumni include: counseling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goinglobal, a tool offering job openings abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-

time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

7. Criteria for admission

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20 and 13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to DERE:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years. Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program (see section "English Language Requirements").

8. Language of study

English

9. Information about assessment regulations

The assessment methods for each module are included in the module syllabus and made known to the student through: a) the course information packet which is given to all students on the first day of classes and b) postings on Blackboard. The programme uses a variety of summative assessments which directly connect to the Learning Outcomes and measure the mastery of students' knowledge and understanding, cognitive, creative as well as technical and practical skills. Mark schemes are used for each type of summative assessment which comprise a number of criteria for testing the degree to which the students have achieved these outcomes. A sample of the assessments is second marked and this sample is reviewed by the External Examiner. Grades are ratified by the Board of Examiners. Several courses also include formative assessments which do not contribute to the mark of the module but provide valuable opportunities for learning and offering feedback to students.

Summative assessments include:

-

Formative assessments include:

- In class presentations.
- In class exam and/or discussions.
- Written response to reading/performance observation

Assessment Procedure (Regulatory Framework)

6.1 Although courses may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a course.

6.2 The assessment of a student's academic performance requires a judgment of the quality of his or her work. In all cases, this assessment must be governed by criteria which are explicit and communicated to students.

6.3 Faculty are expected to develop rubrics for the assessment of students, and it is the responsibility of department heads or area coordinators to ensure that these rubrics are consistent with the program specification and other documentation approved at validation.

6.4 Second Marking

All assessed work submitted for credit in programs leading to Open University validated awards shall be subject to the policy of second marking. This policy extends to all modes of assessment. In implementing the College's policy on second marking, the following procedure will be adopted:

6.4.1 The first marker will provide the rubric for the assessment of the course (6.3, above), the grade assigned to each item of assessed work and a brief justification for this grade.

6.4.2 Second markers will be selected by the department head/area coordinator from the first marker's department, and s/he should be familiar with the course content. The second marker should test mark a minimum sample of 25% of completed assessments.

In all cases the samples should not be lower than five.

6.4.3 The sample of work for second marking will be prepared by the Registrar's Office. This sample will comprise all items that have been assigned an A grade or a grade below C (40%), and a representative selection of the remaining items of assessed work. The sample should include at least some work that will be sent to external examiners (thereby providing them with evidence that second marking has been carried out).

6.4.4 The mark should be agreed between the original instructor and the second marker. In cases where it is not possible to reach agreement, a third internal marker will be appointed by the department head or area coordinator. All items of assessment for that course should be re-marked if the third marker recommends a significant change in the grade assigned to any item of assessed work. In this event, the entire cohort will be subject to the process of re-marking.

6.4.5 The second (or, in the event of a disagreement, the third) marker should prepare a brief report during the marking process to be sent to the external examiner for that course. This report should explain the basis upon which the assessed work was graded and the procedure adopted for the second (and where relevant the third) marking; provide an analysis of the distribution of marks between students and modes of assessment; identify any issues that were encountered in the assessment problems; and make recommendations for the future assessment of the course.

6.4.6 All decisions on grades remain provisional until they have been confirmed at the relevant Board of Examiners.

6.5 External Examiners

The University is responsible for the appointment of external examiners. Their role is to ensure that justice is done to the individual student and that the standard of the University's validated awards is maintained.

6.5.1 The specific responsibilities of external examiners include:

- the impartial assessment of students comparing their performance with that of their peers undertaking comparable programs of higher education elsewhere and in the light of subject benchmarks and qualification descriptors;
- approving the form and content of proposed examination papers, coursework, assessment rubrics and other assessments that count towards the award, including the approval of alternative assessments and adjustments made for students with declared disability or special needs;
- advising on any proposed changes to the approved assessment regulations or assessment strategy which will directly affect students currently on the program;
- ensuring that assessment criteria are correctly interpreted and that there is parity of assessment across the cohort;
- moderating the marks awarded by internal examiners;
- meeting students and, where appropriate, conducting viva voce examinations;
- ensuring that the assessments are conducted in accordance with the approved program regulations;
- attending the meetings of the board of examiners at which decisions on recommendations for award are made and ensuring that those recommendations have been reached by means in accordance with the University's requirements and normal Practice in UK higher education.
- Enhancement-led reporting to the College including student performance and academic standards, appropriateness of curriculum content/teaching and learning

strategies as well as on the effectiveness of the assessments and any lessons to be drawn from them

- reporting to the Open University on the required report pro-forma and any matters of serious concern arising from the assessments which put at risk the standard of the University's award.

6.5.2 Once the process of second marking has been completed (6.4, above), the summative work completed by a sample of students on each course will be sent to the relevant external examiners. This sample will comprise all items that have been assigned an A or F (all work above 70% and below 40%) grade and a representative selection from items receiving intermediate grades.

6.5.2.1 The size of the samples will be agreed with the external examiners, and they will include some items that have been second marked (6.4.3, above).

6.5.2.2 Samples of assessed work completed in the Summer Session II and Fall Semester will be sent by post to the external examiners; samples of work completed in the Spring Semester and Summer Session I will be available for External Examiners to review on campus in the Summer.

6.5.2.3 Any amendments to the marks of the sample as a result of external moderation must be applied to the rest of the cohort.

6.5.2.4 The Validation Office will receive the external examiners' reports and forward them for consideration by Boards of Examiners, Program Committees, and the Registrar's Office. The Open University also receives copies of response to External Examiners reports.

6.6 Boards of Examiners

Boards of Examiners carry full responsibility for the assessment of students in accordance with the College's regulations and for recommending the conferment of an Open University award to students who have fulfilled the objectives of the approved program of study and achieved the standard required for the award.

6.6.1 A Board is established for each program or cluster of programs that leads to Open University awards. The responsibilities of a Board of Examiners are to:

- approve (or establish arrangements for the approval of) assessment tasks, examination papers and project titles both for the initial assessment of students and any subsequent reassessments;
- ensure that assessment tasks, examination papers and project titles are moderated by appropriate external examiners; confirm the grades assigned to students majoring in the relevant discipline or clusters of disciplines in accordance with the College's regulations;
- recommend the conferment of awards to students who have fulfilled the objectives of an approved program of study and achieved the standard required for the award;
- review the progress of students, ensuring that they achieve the required learning outcomes and taking into account the recommendations of the Committee of Academic Standards and Policies on students with mitigating circumstances;
- determine the form of assessment that should be offered to those students who have failed or have been unable to take the assessment for acceptable reasons;
- receive and approve recommendations from the Committee on Disability and Learning Differences for the assessment of students with special requirements; monitor the forms and conduct of assessment and patterns of student achievement on the programs for which it is responsible;
- act in accordance with the outcome of any appeals made through the Appeals

Procedure.

6.6.2 The membership of Boards of Examiners shall comprise a representative for each course contributing to the program(s) for which it is responsible, the external examiner(s), and the relevant department head(s) or area coordinator(s). The chairs of Boards (who will normally be department heads or area coordinators with responsibility for programs other than those which fall within the remit of the Board) will be appointed by the Academic Council. Students are not members of Boards of Examiners.

6.6.3 External examiners must be present at meetings of the Board of Examiners which have been convened for the purpose of assessing students for an award or recommending the conferment of an award upon a student (6.6.1 (c) and (d) in the Board's terms of reference). All decisions on grades remain provisional until they have been ratified at a meeting of the Board attended by the relevant external examiner(s).

More information on Assessment, Progression and Awards is provided under section 7 in the Regulatory Framework (APPENDIX).

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each module (through CourseEval). This is submitted anonymously by students in all modules. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical Practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best Practices in teaching.

- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the Faculty Resource Network (FRN) at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the Global Liberal Arts Alliance (GLAA), an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis. The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership. GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's Teaching and Learning Center (TLC) focuses on academic staff development. The goals of the TLC are to promote best Practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered Practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREЕ instructors, TLC facilitates faculty efforts to keep up with best Practices in pedagogy.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map: This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme Outcomes														
		A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	
1	DR2200 The Theatrical Event	x	x			x	x	x	x	x				x	x	
	DR2010 Movement for the Stage	x					x	x	x		x					x
	DR2015 Voice & Speech I			x			x	x			x			x		
	DR2111 The Space of Performance	x	x	x	x	x	x	x	x	x			x			
	DR2013 The Actor's Process	x	x	x			x	x			x					
	DR2126 Theatre in Athens	x	x		x		x	x								
	DR2032 Introduction to Stage Craft						x	x	x				x	x		x
	DR2461 Introduction to Theatre Practice		x	x				x	x			x	x		x	x

Level	Study module/unit	Programme Outcomes															
		A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3		
2	DR31XX Text Analysis	x		x		x	x	x	x								
	DR3762 Theatre as a Collaborative Practice		x	x	x		x	x	x		x	x				x	
	DR3347 Performance as a Political and Social Act	x	x		x	x	x	x	x	x			x				
	DR3228 The Directing Process			x			x	x	x		x					x	
	DR3118 Lighting for the Stage						x	x	x			x				x	
	DR3227 The Scenographic Space of Performance	x	x	x	x	x	x	x	x	x			x				
	DR3038 The Face & the Mask	x	x			x	x	x	x	x	x		x				
	DA3028 From Improvisation to Emergent Form	x	x				x	x	x		x	x					x
	DR3035 Sound in Theatre		x	x			x	x	x				x				x
	DR3140 Acting the Scene	x		x			x	x	x		x				x		
	DR3110 Movement for the Theatre Practitioner	x	x				x	x	x	x	x						x

	DR3116 Voice & Speech II			x			x	x	x		x			x	
	MU3061 Musical Theatre Workshop	x	x		x		x	x	x		x	x		x	x

Level	Study module/unit	Programme Outcomes															
		A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3		
3	DR4423 Critical Practices and Contemporary Performance	x	x		x	x	x	x	x	x				x			
	DR4819 Performing Repertory	x	x	x	x		x	x	x		x	x		x	x		
	DR4521 Exploring the classical tradition in a contemporary context	x	x	x	x	x	x	x	x	x	x						
	DR4&00 Final year Project Project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	DR4329 Advanced Directing			x			x	x	x		x	x				x	
	DR4241 Advanced Acting			x			x	x	x		x				x		
	DR4030 Costume Design		x				x	x	x								
	DR4063 Stage Combat	x	x	x			x	x	x		x						x
	DR 4025 Computational Media and Interactive Arts						x	x	x				x	x			x
	DA 4069 Physical Theatres	x	x	x			x	x	x		x						x
	DR 4070 New Spatialities: Contemporary Performance and Outdoor Space	x	x		x	x	x	x	x	x	x	x	x				x

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.