**Programme Specification**

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| **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 he/she passes the programme.More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **MA Stand-Up Comedy** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | School of Arts |
| 1. **Teaching Site** | Canterbury |
| 1. **Mode of Delivery** | Full-time |
| 1. **Programme accredited by** | N/A |
| 1. **a) Final Award** | MA |
| 7. **b) Alternative Exit Awards** | PG Diploma in Stand-Up Comedy  PG Certificate in Stand-Up Comedy |
| 1. **Programme** | Stand-Up Comedy |
| 1. **UCAS Code (or other code)** | N/A |
| 1. **Credits/ECTS value** | 180 Credits (90 ECTS) |
| 1. **Study Level** | Postgraduate – level 7 |
| 1. **Relevant QAA subject benchmarking group(s)** | Drama, Dance and Performance (2015)  This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study |
| 1. **Date of creation/revision** | November 2016/revised FSO Jan 2018 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2018 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| 1. provide a taught Masters programme that offers the sustained and intensive academic engagement within the specialised area of stand-up comedy, as it reflects a distinct internationally renowned area of research excellence within the Drama and Theatre department at the University of Kent; 2. attract intellectually able and artistically talented students both from the existing undergraduate cohort, but also from elsewhere in the UK and from overseas, also offering an opportunity for continuous professional development for practicing artists and arts professionals; 3. develop students’ analytical, critical, conceptual and methodological skills, and to prepare them for further postgraduate research beyond Masters level; 4. develop the creative understanding, technical skills and practical competences necessary for advanced level performance work as well as an advanced familiarity with historical and critical contexts of stand-up comedy; 5. offer a mixed mode programme of studio-based and classroom-based teaching, which embraces the legacy and ethos of “Practice as Research.” 6. provide high quality specialist teaching in supportive environments delivered by the staff in Kent Drama and Theatre. 7. provide an excellent quality of higher education; 8. provide learning opportunities that are enjoyable experiences, involve realistic workloads, based within a research-led framework and offer appropriate support for students from a diverse range of backgrounds; 9. thereby produce graduates of value to the regional, national and international theatre and performance profession, who possess the unique knowledge and skills developed on this programme and thereby further consolidate the department’s global reputation in this area. |

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| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Drama, Dance and Performance (2015). This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study |

**A. Knowledge and Understanding of:**

1. histories, forms and traditions of stand-up comedy and theoretical explanations of those histories (SB 4.2.1)
2. advanced critical, artistic and conceptual paradigms in order to comprehend, interpret and intelligently engage with the work of significant comedians and comedy theorists (SB 4.2.3)
3. innovative, challenging and informed methods and practices by which contemporary stand-up comedy is created, realised and managed, such as the processes of rehearsal, writing, devising and improvisation (SB 4.2.6)
4. a range of key components of stand-up performance: text, movement, aural and visual environment, and the performer (SB 4.2.7)
5. research methodologies appropriate to Level 7 work, including practice-as-research (SB 4.2.8)
6. the reading, analysis, documenting and/or interpreting of stand-up performance to an advanced level (SB 4.3.4)
7. the performance skills necessary to communicate to/with an audience (SB 4.3.5)

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. to describe, analyse and critically interpret contemporary stand-up comedy material, performance techniques, and events (SB 5.1.1)
2. to appreciate and critically evaluate their own work and the work of others, demonstrated through listening, dialogue, and discussion as well as written outcomes (SB 5.1.1, SB 5.1.16)
3. to identify and interpret the cultural frameworks which surround contemporary stand-up comedy shows and on which these events impinge, and take these into account in creating and/or interpreting performances (SB 5.1.14)
4. to devise, undertake and contextualise original research in a self-directed way (SB 5.1.13)
5. to communicate ideas and information in an accessible and scholarly manner (SB 5.2.4 SB 5.2.9)

**C. Subject-specific Skills:**

1. to engage in performance based on an acquisition and understanding of performance vocabularies, skills, structures and working methods appropriate to contemporary stand-up comedy (SB 5.1.4)
2. to create original stand-up comedy performances using the skills and crafts of performance making and drawing on the creative resources of the individual student to develop distinctive ‘comic voice’ (SB 5.1.6)
3. to develop comic performance skills and apply them effectively to communicate with an audience (SB 5.1.8)
4. to develop a sophisticated awareness of the audience for performance and an ability to respond and adapt to it through flexible means (SB 5.1.10)
5. to record performances, using skills in notation and/or documentation (SB 5.1.16)

**D. Transferable Skills:**

1. the ability to exercise independent thinking and to demonstrate skills of problem-solving and project planning (SB 5.2.5)
2. confidence in interacting, negotiating and collaborating with others (SB 5.2.14)
3. the ability to source, organise, articulate and disseminate advanced ideas appropriately and effectively, in a way that advances knowledge and adds value (SB 5.2.8, SB 5.2.10)
4. the ability to engage in continuous self-reflection, in order to be able to expand one’s skills- and knowledge base (SB 5.2.5)
5. proficiency in presenting complex thoughts, arguments, and data in coherent and lucid ways, both verbally and in writing, pitched appropriately to a range of audiences (SB 5.2.4, SB 5.2.9)
6. initiative to identify, create, address and successfully execute complex tasks and problems to a professional level (SB 5.2.13, SB 5.2.15)

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

The programme will be taught through a combination of tutor-led and student-led workshops and seminars, small group discussions and presentations, regular performance opportunities and specialist teaching including the input of visiting scholars and professionals. Independent learning and self-directed study and research will be supported through learning by contact teaching and group work.

Students will also have the opportunity to attend research lectures, seminars, and workshops in Drama and Theatre, as well as those offered by other subjects within the School of Arts (particularly those offered by the Popular & Comic Performance research centre) and the wider Faculty of Humanities. Students will be able to engage with the additional training and other opportunities offered by the University. This includes the opportunity to expand or develop new language skills in foreign languages, through the University’s Centre for English and World Languages (CEWL).

Assessment will be through a variety of coursework tasks, which may take the form of individual performances, essays, performance reviews and analysis, research portfolios and reports and culminating in a final dissertation project. Feedback will be given by tutors, both in class and in individual tutorials, as well as from peers, and students are encouraged to continue their personal and professional development through extra-curricular activities as well as research in the sector which can contribute to assessed coursework. There are mark components for aspects such as project and resource management, presentation and communication.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  This programme is studied over one year full-time.  The programme is divided into two stages. Stage 1 comprises modules to a total of 120 credits and Stage 2 comprises a 60 credit dissertation module. Stage 1 must be passed before students may progress to Stage 2 of the programme. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 180 credits in an academic year requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of a Master’s degree students must obtain 180 credits, at least 150 of which must be Level 7. Students who obtain 120 credits, but excluding the dissertation, will be eligible for the award of postgraduate diploma.  Students successfully completing 60 credits at Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 1 will be eligible for the award of postgraduate certificate.  Compulsory modules are core to the programme and must be taken by all students studying the programme. The normal expectation is that the termly module load will be equally balanced across the terms.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework.  At postgraduate level the ‘Summer Term’ includes the standard summer vacation period. For specific details of term dates please refer to <https://www.kent.ac.uk/academic/University-term-dates/Menutermdates.html>. |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | | |
| **Compulsory Modules** | | | | | |
| DRAM8150 | DR815 | Stand-Up: Comedy Club | 7 | 30 | 1&2 |
| DRAM8180 | DR818 | Stand-Up Comedy: Open Mike Project | 7 | 30 | 1,2&3 |
| DRAM8830 | DR883 | Stand-Up Comedy: Reflect & Perfect | 7 | 30 | 1&2 |
| DRAM9090 | DR909 | Stand-Up Comedy Archive | 7 | 30 | 2 |
| **Stage 2** | | | | | |
| **Compulsory Modules** | | | | | |
| DRAM9950 | DR995 | Dissertation Project:(MA-T) | 7 | 60 | 3 |

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| **18 Work-Based Learning** |
| Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements |
| N/A |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * Counselling Service https://www.kent.ac.uk/studentwellbeing/counselling/ * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Kent Graduate Student Association (KGSA) https://www.kent.ac.uk/graduateschool/community/kgsa.html * Graduate School (Provision of (i) skills training (workshops and online courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops) [www.kent.ac.uk/graduateschool/index.html](http://www.kent.ac.uk/graduateschool/index.html) * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Postgraduate student representation at School, Faculty and Institutional levels * Centre for English and World Languages [www.kent.ac.uk/cewl/index.html](http://www.kent.ac.uk/cewl/index.html) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> * Library services <http://www.kent.ac.uk/library/> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * School of Arts Student Support Office |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For current information, please refer to the University prospectus |
| An upper second-class honours degree or better, usually in a relevant humanities subject. In certain circumstances, the School will consider candidates who have not followed a conventional education path or who may have relevant experience in the industry. These cases are assessed individually by the Director of Graduate Studies.  Applications should include a sample of academic writing. Ideally this will be an essay, on a similar or related topic, written as part of an undergraduate degree programme.  All applicants are considered on an individual basis and additional qualifications, and professional qualifications and experience will also be taken into account when considering applications.  **International students**  Please see our International Student website for [entry requirements by country](https://www.kent.ac.uk/internationalstudent/entry-requirements/index.html) and other relevant information for your country.  **English language entry requirements**  The University requires all non-native speakers of English to reach a minimum standard of proficiency in written and spoken English before beginning a postgraduate degree. Certain subjects require a higher level.  For detailed information see our [English language requirements](http://www.kent.ac.uk/ems/eng-lang-reqs/index.html) web pages. |
| 20.2 **What does this programme have to offer?** |
| * A unique opportunity to develop knowledge and understanding of stand-up comedy, through both deep practical engagement and an academic study of its historical, conceptual and contemporary contexts. * Active involvement with the British Stand-Up Comedy Archive based at the Templeman Library. * The opportunity to engage with and participate in the activities of the Popular & Comic Performance Research Centre (PCP), the European Theatre Research Network (ETRN), and the Centre for Cognition, Kinaesthetics and Performance (CKP), all hosted at the University of Kent, the UK’s European University, and to draw on the networks and contacts to academic and professional partners across the United Kingdom, Europe and the United States. * The opportunity to acquire or enhance foreign language skills through the University’s Centre for English and World Languages (CEWL). |
| 20.3 **Personal Profile** |
| * An interest in and curiosity about innovative comedy performance practices and traditions in the United Kingdom and beyond. * Demonstrable commitment to, and facility for, making performance. * Intellectual curiosity and the desire to debate, critically reflect, and to challenge prevalent ideas, as well as being challenged by current practices, contexts and approaches. * Very good critical and research skills and the ability to undertake self-directed, independent study. |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> * Student module evaluations * Annual staff appraisal * Peer observation |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Board of Examiners * School Graduate Studies Committee * Faculty Graduate Studies Committee * Faculty Board * Graduate School Board * Staff/Student Liaison Committee |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Staff-Student Liaison Committee * Postgraduate Taught Experience Survey (PTES) * Student module evaluations * Postgraduate Student Representation System (School, Faculty and Institutional level) |
| 21.4 **Staff Development priorities include:** |
| * Annual Appraisals * Institutional Level Staff Development Programme * Study Leave * Academic Practice Provision (PGCHE, other development opportunities) * PGCHE requirements * HEA (associate) fellowship membership * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Equality, Diversity and Inclusivity (EDI) awareness |

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| 22 **Indicators of Quality and Standards** |
| * Annual External Examiner reports * Results of periodic programme review (2014) * Annual programme and module monitoring reports * Graduate Destinations Survey * Postgraduate Taught Experience Survey (PTES) results * QAA Higher Education Review 2015 |
| 22.1 The following reference points were used in creating these specifications: |
| * QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality> * QAA Benchmarking statement/s for Drama, Dance and Performance (2015). This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html> * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) |

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| 23 **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

*Template last updated November 2017*

*Module mapping table to be amended as appropriate to the programme specification. Where the programme includes many optional modules, it is acceptable to include only the compulsory modules in the table.*

**Programme Title: MA Stand-Up Comedy**

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|  | **Stage 1** | | | | **Stage 2** |
|  | Stand-Up: Comedy Club | Stand-Up Comedy Archive | Stand-Up Comedy: Open Mike Project | Stand-Up Comedy: Reflect & Perfect | Dissertation |
| **Programme Learning outcomes**  **Knowledge and Understanding:** | | | | | |
| A1 |  | **X** | **X** | **X** | **X** |
| A2 |  | **X** | **X** | **X** | **X** |
| A3 | **X** | **X** | **X** | **X** | **X** |
| A4 | **X** | **X** | **X** | **X** | **X** |
| A5 |  | **X** | **X** | **X** | **X** |
| A6 |  | **X** | **X** | **X** | **X** |
| A7 | **X** |  | **X** | **X** |  |
| **Intellectual Skills:** | | | | | |
| B1 |  | **X** | **X** | **X** | **X** |
| B2 | **X** | **X** | **X** | **X** | **X** |
| B3 | **X** | **X** | **X** | **X** | **X** |
| B4 |  | **X** |  | **X** | **X** |
| B5 | **X** | **X** | **X** | **X** | **X** |
| **Subject-specific Skills:** | | | | | |
| C1 | **X** |  | **X** | **X** |  |
| C2 | **X** |  | **X** | **X** |  |
| C3 | **X** |  | **X** | **X** |  |
| C4 | **X** |  | **X** | **X** |  |
| C5 |  |  | **X** | **X** | **X** |
| **Transferable Skills:** | | | | | |
| D1 | **X** | **X** | **X** | **X** | **X** |
| D2 | **X** | **X** | **X** | **X** |  |
| D3 |  | **X** | **X** | **X** | **X** |
| D4 |  | **X** | **X** | **X** |  |
| D5 | **X** | **X** | **X** | **X** | **X** |
| D6 | **X** | **X** | **X** | **X** | **X** |