Programme overview

This programme provides you with a broad understanding of the theories and practices of dance movement psychotherapy necessary for safe and effective clinical work, and enables you to practise as a dance movement psychotherapist.

Your learning is underpinned by the principles and practices of psychodynamic psychotherapy within the social, political and multicultural context of mental health care and educational settings. Study is informed by contemporary dance practice, Laban Movement Analysis (LMA) and somatic bodywork.

Through theoretical studies, movement observation studies, dance practice workshops, clinical work and experiential learning, you integrate cognitive understanding and practical experience with a developing awareness of self and other.

The nature of the therapeutic relationship is explored in depth through movement and dance and you have the opportunity to put your learning into practice through at least 90 days of supervised placements. This gives you the opportunity to relate your practical experience to your theoretical studies.

You are encouraged to develop your own dance/movement practice and to situate your work in relation to your development as a therapist, to contemporary dance and movement practice. You're required to be in personal therapy throughout the programme for forty sessions per academic year.

On graduation you are eligible to become a registered professional member of the Association for Dance Movement Psychotherapy UK (ADMP UK).
Programme entry requirements

You would normally have a degree in Dance or another approved subject (such as psychology or education) or a relevant professional qualification (such as CQSW or RMN). You are also required to have at least one year’s full-time equivalent experience of work in the health or social services or in education, which may be voluntary work, prior to application. Exceptionally we may accept applicants who do not meet all the criteria (for example have had a long career in dance but do not hold a first degree) and in such cases we would usually recommend the part time route. Due to the intense nature of a Masters level psychotherapeutic training, the part time route is also desirable or recommended for applicants who have other considerations and commitments.

All applicants are considered based on at least two years continuous experience in one or more dance/movement practices, as well as an active commitment to their own dance or movement practice. A good level of maturity and professionalism, and potential for therapeutic reflection is required. It is desirable to have had experience either in experiential learning, or personal or group therapy before joining the programme.

Applicants whose first language is not English are required to have a minimum score of 6.5 in IELTS (International English Language Testing System) as administered by the British Council. You also have to obtain clearance from the Disclosure and Barring Service (formerly the Criminal Records Bureau).

Aims of the programme

This 2 year full-time or 3 year part-time programme aims to provide you with a broad understanding of the theories and practices of Dance Movement Psychotherapy that lead to the acquisition of the multiplicity of skills necessary for safe and effective clinical work with a variety of client populations. The programme focuses on the processes of making and thinking about dance and movement within the context of a dynamically-based therapeutic relationship between client and Dance Movement Psychotherapist. It is underpinned by the principles and practices of psychodynamic psychotherapy practiced within the social, political and multicultural context of mental health care and informed by contemporary dance and movement practice and Laban Movement Analysis (LMA). The programme’s emphasis is the development of sophisticated clinical skills within a questioning and critical model of reflective practice.

What you will be expected to achieve

The programme’s learning outcomes are based on the Association for Dance Movement Psychotherapy’s Standards of Proficiency and Standards of Education and Training, the QAA Subject Benchmarks for the Arts Therapies and in continuing consultation with the DMP team, including Clinical Supervisors, Placement Managers, and Dance Movement Psychotherapy Educators. Each module within the programme has its own detailed learning outcomes and related methods of assessment that contribute to the overall learning outcomes of the programme. By the end of the programme a typical student who is fully engaged with all the modules can expect to have acquired advanced practical and theoretical knowledge and in-depth understanding of the professional practices of Dance Movement Psychotherapy that can be applied safely and effectively in the field, as well as a range of professional and transferable skills in education, health and mental health care. The programme requires that you think critically about the theories that inform the clinical practice of dance movement psychotherapy, obliging you to develop a wide range of clinical, professional, research and Evidence-Based Practice skills. This will enable you to apply your knowledge to Dance Movement Psychotherapy casework and to situate your practice within the wider cultural and organisational contexts in which education, health and mental health care is offered. You will acquire advanced transferable skills in clinical and professional work with a wide variety of people who have mental health problems or who are disabled, challenged or disadvantaged in some way.
Students who successfully complete the MA Dance Movement Psychotherapy will be able to:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
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<tbody>
<tr>
<td>A1 demonstrate a well-developed knowledge and understanding of how to independently identify the aims and objectives of Dance Movement Psychotherapy with clients with a range of specific difficulties</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>A2 demonstrate a well-developed knowledge and understanding of the social and political context of Dance Movement Psychotherapy clinical theory and practice, emphasising the importance of working with difference, equality and diversity</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>A3 demonstrate a well-developed knowledge and understanding of Dance Movement Psychotherapy processes in small and large groups</td>
<td>Experiential Learning 1, Experiential Learning 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>A4 demonstrate a well-developed knowledge and understanding of the principles of Dance Movement Psychotherapy theory and practice</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>A5 demonstrate a well-developed knowledge and understanding of specific categories of movement analysis, including Laban Movement Analysis and Anatomy</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>A6 demonstrate a well-developed knowledge and understanding of Psychodynamic Concepts</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>A7 demonstrate a well-developed knowledge and understanding of the work of other professionals</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>A8 demonstrate a well-developed knowledge and understanding of personal movement characteristics and consequent intra-personal and inter-personal material.</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 confidently relate processes in experiential groups to theory</td>
<td>Experiential Learning 1, Experiential Learning 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>B2</td>
<td>confidently understand organisational dynamics and political contexts</td>
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<tr>
<td>B3</td>
<td>confidently link together the different aspects of learning from experiential learning, clinical practice, theoretical studies</td>
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<tr>
<td>B4</td>
<td>confidently understand the social and political context of dance movement psychotherapy clinical work, including ideas related to difference, equality and diversity</td>
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</tbody>
</table>

**Subject Specific Skills and Professional Behaviours and Attitudes**

<table>
<thead>
<tr>
<th>C1</th>
<th>show a well-developed ability to select and apply the clinical movement interventions and skills necessary for group and individual Dance Movement Psychotherapy with specific populations.</th>
<th>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>show a well-developed ability to understand the relationship between the movement of the individual and that of other group members</td>
<td>Experiential Learning 1, Experiential Learning 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C3</td>
<td>demonstrate awareness of the different possibilities for dance and movement resulting from the large group</td>
<td>Experiential Learning 1, Experiential Learning 2,</td>
</tr>
<tr>
<td>C4</td>
<td>show sensitivity to issues relating to difference</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C5</td>
<td>show a well-developed ability to use dance and movement as a tool for learning</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C6</td>
<td>show a well-developed ability to use their understanding of therapeutic principles in Dance Movement Psychotherapy practice</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
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<tr>
<td>Code</td>
<td>Description</td>
<td>Modules</td>
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</tr>
<tr>
<td>C7</td>
<td>show a well-developed ability to know what is involved in being a safe and effective practitioner</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C8</td>
<td>show a well-developed ability to work in a multi-disciplinary team</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C9</td>
<td>present clinical work effectively</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C10</td>
<td>show a well-developed ability to be open and reflective on clinical work</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C11</td>
<td>show a well-developed ability to work with the dynamic processes of Dance Movement Psychotherapy</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C12</td>
<td>show a well-developed ability to look critically at dance and movement</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C13</td>
<td>show a well-developed ability to make links between bodily experience and personal experience.</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C14</td>
<td>show a well-developed ability to experience the differences between observing and analyzing videotaped and life movement.</td>
<td>Clinical Placement 1, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>C15</td>
<td>show a well-developed ability to successfully complete administrative duties appropriate to the placement.</td>
<td>Clinical Placement 2,</td>
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**Transferable Skills**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Modules</th>
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</thead>
<tbody>
<tr>
<td>D1</td>
<td>competently convey a developed awareness of self and others</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
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<tr>
<td>D2</td>
<td>be aware of themselves as responsible for their own learning</td>
<td>Experiential Learning 1, Experiential Learning 2, Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>D3</td>
<td>demonstrate professional conduct</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>D4</td>
<td>practice in a safe and professional way</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>D5</td>
<td>reflect on relationships with clients, supervisors and other professionals</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>D6</td>
<td>understand how racism, sexism and homophobia have impacted on clients, staff and the institutions in which we work</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
</tr>
<tr>
<td>D7</td>
<td>practice in relation to institutional, administrative and operational policies and procedures</td>
<td>Clinical Placement 1, Clinical Placement 2, Theory and Practice of Dance Movement Therapy 1, Theory and Practice of Dance Movement Therapy 2</td>
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</tbody>
</table>

How you will learn

The programme is delivered through lectures, seminars, experiential learning in small and large groups, small group supervision and clinical placements. This is supported by individual tutorials. There is a strong emphasis on participation throughout the programme.

From the outset of the programme you will be guided to work independently. By means of small group supervision and tutorials your progress and individual learning needs will be monitored. Moreover, you will be encouraged to submit drafts of your Case Study and Final Clinical Report before submission; your supervisor will provide you with feedback on your drafts.

Methods of assessment comprise two short essays each with an accompanying filmed movement response (Course Work Summaries), two Placement Portfolios each with an accompanying filmed movement response, one Case Study and one Final Clinical Report.

How you will be assessed

Formal Assessment includes:

A mid-course Case Study of 8,000 words. Regular attendance at lectures.
2 x coursework summary which is a 2,000 word assignment and a filmed movement response with a 100 word accompanying statement. A final clinical report of 10,000 words.
2 x 2,000 word placement portfolio and a filmed movement response with a 100 word accompanying statement. Supervisor’s reports from placement and College.
### Marking Criteria

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<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
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| 80-100%         | Distinction (Outstanding/Exceptional) | Mid-Course Case Study: A mark of 80% and above is awarded when the student has demonstrated an exceptional ability and outstanding evidence of knowledge and understanding of the clinical practice of dance movement therapy and the relationship of theory to practice. There will be exceptional evidence of an ability to describe and discuss the organisational context of clinical work; to insightfully describe and analyse the process and content of therapy, including the movement; and to articulately integrate theory with practice and extensive related reading. It will be evident that the student has a highly developed understanding of the key principles of clinical practice and an excellent ability to implement them. There will be strong evidence of the potential to become a safe, effective and reflective practitioner. The work will be exceptionally well presented, organised and referenced.  
Coursework summary: An 80% to 100% mark is given where there is evidence of an impressive ability to link together the differing aspects of the module. The student will show excellent reflections on the relationship between theoretical ideas and their experience in groups. The student will show an ability to reflect on their experience of the large group and be able to make incisive links between this and the relationship between the individual, dance/movement and the social and political context of dance movement psychotherapy. The student will be able to make profound reflections on their experience of the small experiential dance movement psychotherapy groups and relate this to their learning about dance movement psychotherapy. The movement response will show the student making very good use of dance/movement as a tool for learning. They will also be able to reflect meaningfully on the role and function of their dance/movement practice. There will be evidence of the student taking charge of their own learning process. The writing will be exceptionally well presented, clear and coherent in terms of form, style, referencing and content. The student will be able to make profound reflections on their experience of the small experiential dance movement psychotherapy groups and relate this to their learning about dance movement psychotherapy. Overall the work will show the student to be working at an outstanding level.  
Placement Portfolio: A mark of 80% and above is given where there is evidence of a highly sophisticated ability to reflect critically on relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the work of other professionals. Typically |
this critique will show exceptional insight and impressive understanding of interpersonal dynamics. There will also be evidence of a deep awareness of the cultural, political, racial and organizational context of clinical work. Typically this will show evidence of supportive reading. The student will show a sophisticated ability to use dance/movement as a means of reflecting on experiences at placement by typically exhibiting playfulness, experimentation, engagement with the media and an ability to relate the process and product to the placement experience. This work will be exceptionally well executed and presented. The student will be able to practice professionally in respect to writing clinical notes, writing letters to clients, making reports on clients and other professional duties appropriate to the placement. These will typically be written to a very professional standard.

Final Clinical Report: A mark of 80% and above is awarded when the student has demonstrated an outstanding ability to explore their topic systemically and articulate their findings exceptionally well. The casework or topic will be eloquently described, clearly demonstrating the skills of a safe, effective and professional practitioner. There will be evidence of extensive reading and outstanding scholarship, showing a highly developed ability to search and critically appraise a literature relevant to the topic, case or client population. The Final Clinical Report will also demonstrate excellent knowledge and understanding of the literature and its relationship to practice that shows an advanced understanding of the principles of research and EBP. The Final Clinical Report will demonstrate sophisticated reflexive thinking, insight and independent thought. It will be exceptionally well written and argued, clear and cogent. Presentation will be excellent. The work overall will be of an exceptionally high standard.

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<tr>
<th>70-79%</th>
<th>Distinction</th>
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<tbody>
<tr>
<td>Mid-Course Case Study: A mark of 70-79% is awarded when the student has demonstrated an excellent ability and advanced evidence of knowledge and understanding of the clinical practice of dance movement therapy and the relationship of theory to practice. There will be exceptional evidence of an ability to describe and discuss the organisational context of clinical work; to insightfully describe and analyse the process and content of therapy, including the movement; and to articulately integrate theory with practice and extensive related reading. It will be evident that the student has a highly developed understanding of the key principles of clinical practice and an excellent ability to implement them. There will be strong evidence of the potential to become a safe, effective and reflective practitioner. The work will be exceptionally well presented, organised and referenced. Coursework summary: A 70% to 79% mark is given where</td>
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there is evidence of a sound ability to link together the differing aspects of the module. The student will show excellent reflections on the relationship between theoretical ideas and their experience in groups. The student will show an ability to reflect on their experience of the large group and be able to make insightful links between this and the relationship between individual, dance/movement and the social and political context of dance movement psychotherapy. The student will be able to make sophisticated reflections on their experience of the small experiential dance movement psychotherapy groups and relate this to their learning about dance movement psychotherapy. The movement response will show the student using dance/movement as a tool for learning. They will also be able to reflect on the role and function of their dance/ movement practice. There will be evidence of the student taking charge of their own learning process. The writing will be clear and coherent in terms of form, style, referencing and content. Overall the work will show the student to be working at an impressive level.

Placement Portfolio: A mark of 70% - 79% is given where there is evidence of an advanced ability to reflect critically on relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the work of other professionals. Typically this critique will be insightful and show a depth of understanding of interpersonal dynamics. There will also be sophisticated evidence of a deep awareness of the cultural, political, racial and organizational context of clinical work. The student will show a sophisticated use of dance/movement as a means of reflecting on experiences at placement by typically exhibiting playfulness, experimentation, engagement with the media and an ability to relate the process and product to the placement experience. This work will be well executed and presented. The student will be able to practice professionally in respect to writing clinical notes, writing letters to clients, making reports on clients and other professional duties appropriate to the placement. These will typically be written to a high standard.

Final Clinical Report: A mark of 70-79% is awarded when the student has demonstrated an advanced ability to explore their topic systemically and articulate their findings exceptionally well. The casework or topic will be eloquently described, clearly demonstrating the skills of a safe, effective and professional practitioner. There will be evidence of extensive reading and scholarship, showing an advanced ability to search and critically appraise a literature relevant to the topic, case or client population. The Final Clinical Report will also demonstrate excellent knowledge and understanding of the literature and its relationship to practice that shows an advanced understanding of the principles of research and EBP. The Final Clinical Report will demonstrate sophisticated reflexive thinking, insight and
independent thought. It will be very well written and argued, clear and cogent. Presentation will be excellent.

<table>
<thead>
<tr>
<th>60-69%</th>
<th>Merit</th>
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<tbody>
<tr>
<td>Mid-Course Case Study: A mark of 60-69% is awarded when the student has demonstrated a good evidence of knowledge and understanding of the clinical practice of dance movement therapy and the relationship of theory to practice. There will be good evidence of an ability to describe and discuss the organisational context of clinical work; to succinctly describe and analyse the process and content of therapy, including the movement; and to clearly integrate theory with practice and widely related reading. It will be evident that the student has a good understanding of the key principles of clinical practice and an ability to implement them. There will be good evidence of the potential to become a safe, effective and reflective practitioner. The work will be clearly presented, organised and referenced.</td>
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Coursework summary: A 60% to 69% mark is given where there is evidence of a secure ability to link together the differing aspects of the module. The student will be able to reflect intelligently on their experience in small and large experiential groups and relate this to their learning about dance movement psychotherapy. The student will show an ability to reflect on their experience of the large group and be making links between this and the relationship between individual, dance/ movement and the social and political context of dance movement psychotherapy. The movement response will show the student using dance/movement as a tool for learning. They will also be able to reflect on the role and function of their dance/movement practice. There will be evidence of the student taking charge of their own learning process. The writing will be clear and coherent in terms of form, style, referencing and content. Overall the work will show the student to be competent.

Placement Portfolio: A mark of 60% - 69% is given where there is evidence of an advanced ability to reflect critically on relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the work of other professionals. This reflection will be of an above average standard. There will also be evidence of a sound awareness of the cultural, political, racial and organizational context of clinical work. The student will be able to use dance/movement as a means of reflecting on experiences at placement by typically exhibiting playfulness, experimentation, engagement with the media and an ability to relate the process and product to the placement experience. The student will be able to practice professionally in respect to writing clinical notes, writing letters to clients, making reports on clients and other professional duties appropriate to the placement. These will typically be written to a good standard.
Final Clinical Report: A mark of 60-69% is awarded when the student has demonstrated a good ability to explore their topic and communicated their findings well. The casework or topic will be well described and will demonstrate the skills of a safe, effective and professional practitioner. There will be evidence of wide reading and scholarship, showing a good ability to search and critically appraise a literature relevant to the topic, case or client population. The Final Clinical Report will demonstrate good knowledge and understanding of the literature and its relationship to practice that shows a clear understanding of the principles of research and EBP. The Final Clinical Report will demonstrate good reflexive thinking. It will be clearly written and argued, focused and well presented.

<table>
<thead>
<tr>
<th>50-59%</th>
<th>Pass</th>
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<tbody>
<tr>
<td>Mid-Course Case Study: A mark of 50-59% is awarded when there is adequate evidence of knowledge and understanding of the clinical practice of dance movement therapy and the relationship of theory to practice. There will be evidence of an ability to describe and discuss the organisational context of clinical work; to satisfactorily describe and analyse the process and content of therapy, including the movement; and to integrate theory with practice and sufficient related reading. It will be evident that the student has an adequate understanding of the key principles of clinical practice and an ability to implement them. There will be satisfactory evidence of the potential to become a safe, effective and reflective practitioner. The work will be adequately presented, organised and referenced.</td>
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<tr>
<td>Coursework summary: A 50% to 59% mark indicates that there is evidence of a mature ability to link together the differing aspects of the module. The student will be able to make in-depth reflections on their experience in small and large experiential groups and be able to relate this to their learning about dance movement psychotherapy. The movement response will show the student using dance/movement as a tool for learning. They will be able to reflect on the role and function of their dance/movement practice. There will be evidence of the student taking charge of their own learning process. The writing will be clear and coherent in terms of form, style, referencing and content.</td>
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<tr>
<td>Placement Portfolio: A mark of 50% - 59% is given where there is evidence of a good enough ability to think critically about relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the work of other professionals. There will also be evidence of a sufficient awareness of the cultural, political, racial and organizational context of clinical work. The student will be able to show a sophisticated use of dance/movement as a means of reflecting on experiences at placement and will be able to relate both process and product to the placement experience. The student will be able to practice</td>
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to a professional standard in respect to writing clinical notes, writing letters to clients, making reports on clients and other professional duties appropriate to the placement

Final Clinical Report: A mark of 50-59% is awarded when the student has explored their topic and communicated their findings satisfactorily. The casework or topic will be adequately described and there will be evidence of safe, effective and professional practice. There will be sufficient relevant reading that shows an ability to search the literature relevant to the topic, case or client population; the critical appraisal of it will be adequate rather than incisive. The Final Clinical Report will show adequate knowledge and understanding of the literature and its relationship to practice, showing sufficient understanding of the principles of research and EBP. The Final Clinical Report will demonstrate an adequate capacity for reflexive thinking, though it may be limited. It will be well enough written and adequately presented. The achievement overall will be uneven.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>30-49%</td>
<td>Fail</td>
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Mid-Course Case Study: A mark of 30-49% indicates that the student does not have sufficient knowledge and understanding of dance movement therapy clinical practice and of the relationship of theory to practice. The organisational context and the process and content of casework, including the movement, may be confused and/or poorly described and inadequately discussed. There may be evidence of limited reading, unfocused comment and discussion of theory and/or practice and an inability to explore and reflect on the student’s and the client’s experiences. There will be limited understanding of the key principles of clinical practice and a lack of ability to put them into practice. The work may be poorly presented and organised and references may not be in the Harvard system.

Coursework summary: A 30% to 49% mark indicates a serious lack of ability to link together the differing aspects of the module. The student will have been unable to reflect on their experience in the large and small experiential groups. The movement response will show that the student is not using dance/movement as a tool for learning. They may show no evidence of an ability to reflect on the role and function of their dance/movement practice. The student may not seem to be taking charge of their own learning process. The writing will most probably be unclear and incoherent in terms of form and style. The referencing will be inaccurate.

Placement Portfolio: A mark of 30% - 49% is given where there is insufficient evidence of an ability to think critically about relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and to show an understanding of the
work of other professionals. Awareness of the cultural, political, racial and organizational context of clinical work may not be enough in evidence in the work. The student may not be able to demonstrate that they are able to make good use of dance/movement as a means of reflect on experiences at placement. They may not have related the process and product to the placement experience sufficiently well. The writing of clinical notes, letters to clients, reports on clients and other professional duties appropriate to the placement may not have been practised to a professional standard.

Final Clinical Report: A mark of 30-49% indicates that the student has not explored their topic adequately, nor have they communicated their findings clearly. The casework or topic will not have been adequately described and there will not be evidence of safe, effective and professional practice. The student will not have demonstrated that they have searched and read the literature relevant to their case or topic and there may be a lack of understanding of the literature, its relationship to practice and of the principles of research and EBP. The Final Clinical Report will show little reflexive thinking. The work may be poorly organized and presented and there may be confusion, incoherence and unfocussed comment that show an inability to explore and debate the issues. The achievement overall will be poor.

10-29% Bad fail

Mid-Course Case Study: A mark of 10-29% indicates that the student has a very poor knowledge and understanding of dance movement therapy clinical practice and of the relationship of theory to practice. The organisational context and the process and content of casework, including the movement, will not be coherent, poorly described and inadequately discussed. There may be evidence of virtually no reading, unfocused comment and discussion of theory and/or practice and an inability to explore and reflect on the student’s and the client’s experiences. There will be extremely limited understanding of the key principles of clinical practice and evidence of unsafe professional practice. The work may be poorly presented and badly organised and references may not be in the Harvard system. The achievement overall will be very poor and the work will clearly not be of MA standard.

Coursework summary: Represents a significant overall failure to achieve the appropriate learning outcomes

Placement Portfolio: A mark of 10% - 29% is given where there is no critical thinking about relationships at placement, including the relationship with the placement supervisor, the multi-disciplinary team as well as with clients and there is no evidence of an understanding of the work of other professionals. It is probable that an awareness of the cultural, political, racial and organizational context of clinical work is completely lacking in the work. The student may not be able
to show that they can use dance/movement as a means of reflecting on experiences at placement and will not have related the process and product to the placement experience sufficiently well. The writing of clinical notes, letters to clients, reports on clients and other professional duties appropriate to the placement will typically be completely inadequate.

Final Clinical Report: A mark between 10% and 29% indicates a very poor exploration of the topic, and the findings will not be coherent. The casework or topic will have been poorly described and there will be clear evidence of unsafe professional practice. The student will not have demonstrated that they have searched and read the literature relevant to their case or topic and there will be a lack of understanding of the literature, its relationship to practice and of the principles of research and EBP. The Final Clinical Report will show poor reflexive thinking. The work may be badly organized and presented and there may be confusion, incoherence and unfocussed comment that show an inability to explore and debate the issues. The achievement overall will be very poor. The work will clearly not be of MA standard.

| 1-9% | Very bad fail | A submission that does not even attempt to address the specified learning outcomes. |
| 0%  | Non submission or plagiarised | A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment. |

How the programme is structured

Full-time students are in college for 2 days of study and in clinical placement for 2 days for each year of study. At the end of year 1 full-time students complete part one of the programme and at the end of year 2 they complete part two of the programme and graduate.

Part-time students are in college for 2 days and in 1 day of clinical placement for the first 2 years. In their third year they are in college for up to one day and in clinical placement for 2 days. At the end of their second year of study they complete part one of the programme and at the end of their third year of study they complete part two of the programme and graduate.

Academic Year of Study 1 – Full-Time

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
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<tbody>
<tr>
<td>Theory and Practice of Dance Movement Psychotherapy 1 (Part 1 - Attendance)</td>
<td>PY71072A</td>
<td>0</td>
<td>7</td>
<td>Core</td>
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**Academic Year of Study 1 – Part-Time**

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**Academic Year of Study 2 – Part-Time**

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<th>Term</th>
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<td>Core</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>
**Module Title** | **Module Code** | **Credits** | **Level** | **Module Status** | **Term**
---|---|---|---|---|---
Experiential Learning 2 (Part 2 - Attendance - Personal Therapy) | PY71073B | 0 | 7 | Core | 1,2,3
Clinical Placement 2 | PY71065B | 45 | 7 | Core | 1,2,3
Theory and Practice of Dance Movement Therapy 2 (Part 2 - Assessment) | PY71074B | 60 | 7 | Core | 1,2,3

**Academic support**

The Department of STaCS and all its constituent subject areas, including Dance Movement Psychotherapy, recognise the importance of supporting students’ learning with high quality teaching that is responsive to their individual and collective needs. The programme has been designed to be as accessible as possible to all students.

The Programme Convenor and module tutors are available to discuss any issues arising throughout the module of study. All members of staff have office hours each week to discuss any matters; outside these hours students may arrange an appointment with any member of staff via email or telephone. An appreciation of the role of the personal tutor, and the significance of the role of the clinical supervisor, informs all the teaching in Dance Movement Psychotherapy, especially in terms of supporting students in their clinical work with patients with serious mental and/or physical health issues.

Programme and module information, a student handbook, as well as timetable details can be accessed on the VLE from the beginning of term. Specific information will be available on the VLE, at both a departmental level and through the VLE resources dedicated to this programme. Students are also offered further guidance regarding timetables and enrolment procedures.

All non-native speakers are strongly encouraged to attend sessions at the English Language Centre who provide modules in English language and English for Academic purposes through tailor-made timetables of study skill sessions and in-sessional modules in collaboration with the programme. There is also tailor-made provision for those students who may be re-entering Higher Education after a period away -- or arriving to it for the first time -- which develops their critical and writing skills specifically for the written assessments in the subject area. Students with dyslexia are equally encouraged to draw on the full resources of the English Language Centre and of the Student Support Office.

A variety of library resources and arrangements enhance learning. There is an adequate collection of journals and substantial and up-to-date texts in the College library. Heavily used texts are placed on reference and short-loan. Students are also encouraged to take advantage of the excellent library resources available through the University of London. Students also have access to Laban Library (in Deptford), which houses a vast collection of books and materials on Dance and Movement.

Students will be encouraged to develop and maintain a Personal Development Plan (PDP) during the course of study. This PDP should record aspirations, plans and goals, record achievement against goals, and enable progress monitoring in order to achieve personal student aims. The module convenor will be available to discuss PDPs with students.

If students encounter difficulties at any time with their studies, the Programme Convenor and other
module tutors can provide additional academic support whilst the Personal Tutor are available by appointment to discuss welfare-centred issues. The Department is taking advantage of and pursuing the College's Disability Awareness policies. Students with specific needs in this regard are considered on an individual basis. The programme makes strenuous efforts to ensure that its teaching spaces are wheelchair accessible. Other specific needs are considered and taken up on an individual basis. The College also actively supports students with specific learning difficulties (e.g. dyslexia), and provisions are made to ensure that all students, regardless of specific difficulty/disability, derive full benefit from the learning environment. In addition to specialist advice and assistance within the College, the programme ensures that module materials are suitable for all students and, where necessary, these are altered to meet the requirements of individual students. Where necessary, the location and length of examinations are individually tailored to ensure that no student is at a disadvantage as regards assessment.

The College also provide a range of other student support services. Details can be found on the College website (www.goldsmiths.ac.uk). Students have access to the College Library, Multi-Media, Audio-Visual Study resources and Computer Services and Language Resources and these provide a substantial means of supporting other aspects of your learning. Postgraduate students also have access to a dedicated Postgraduate Resource Centre (Hatcham House) which houses a number of online resources and offers space for seminars and the informal exchange of ideas.

Links with employers, placement opportunities and career prospects

Most students are home/EU. Some come to the programme already employed in fields directly or indirectly related to dance movement therapy and part-time students may be supported by their employers to do the programme. It is therefore sometimes possible to re-frame the nature of existing work with existing employers as students' skills develop and they become dance movement psychotherapists. Others apply for established positions as dance movement psychotherapists in the state-based services or pioneer new positions and build up a portfolio of part time work in different locations. Overseas students return to their home country, often in the position of pioneers who have not only to create work but who also have to make a major contribution to the establishment of the profession in that country. A number of graduates of the MA in Dance Movement Psychotherapy return to Goldsmiths to continue their learning in a number of ways. Some return soon after qualifying to continue learning through short modules which address practical themes within clinical work, as well as developing supervision skills, or return and continue with their studies thereafter as MPhil/PhD students.

Graduates are also supported by the alumni VLE on www.community.gold.ac.uk

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be
Programme-specific rules and facts

Students should normally pass all elements of Part One before proceeding on to Part Two of the programme. Part-time students on Year 1 may only progress to Year 2 of the part-time programme subject to passing Experiential Learning 1 and Theory and Practice of Dance Movement Psychotherapy 1 (Part 1- Attendance) (PY71072A).

Students must demonstrate satisfactory competence in professional clinical practice. Students who do not demonstrate satisfactory competence in academic assessments or professional clinical practice in Part One may either be required to undertake a further specified period of college attendance or supervised practice before progressing to Part Two of the programme. In this case, the student will be required to re-enrol as a student of Goldsmiths College and to pay an appropriate fee determined by the College, or be required to withdraw from the programme at the end of part one.

Attendance is deemed mandatory for all sessions in all modules and at least 80% attendance on the programme is expected in order to qualify.

To be awarded the MA Dance Movement Psychotherapy a student must have successfully completed all modules and have their continual attendance in personal therapy confirmed in writing by their therapist. Students will not qualify for the award of the Masters if they have not been in personal therapy throughout the programme and whilst on placement.

Students not demonstrating satisfactory competence in coursework or professional practice in part one may either be required to undertake a further specified period of coursework or supervised practice after the end of the academic year in question before progressing to Part Two of the programme. In this case, the student will be required to re-enrol as a student of Goldsmiths College and to pay an appropriate fee determined by the College or be required to withdraw from the programme at the end of part one.

If in the opinion of the staff of Dance Movement Psychotherapy the performance of a student in coursework or professional practice is such that he or she should not proceed with the programme, the Programme Co-ordinator for Dance Movement Psychotherapy may recommend to the Pro-Warden (Academic) the permanent dismissal of the student.

If in the opinion of the Pro-Warden (Academic) the recommendation to dismiss is justified he or she shall convene a meeting of the Student Review Committee.

In consultation with the Head of Professional and Community Education, and the Programme Co-ordinator for Art Psychotherapy, the Committee shall either: permanently dismiss the student from the College or decide that the student shall be permitted to continue with his or her programme.

A student whose permanent dismissal has been decided shall have the right of appeal, but may not continue on his or her programme until and unless the appeal is upheld.

A report of the meeting of the Group shall be sent to the Academic Registrar who shall, if necessary, act thereon.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module
evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).