

# MA Dance Movement Psychotherapy Programme Specification

**Awarding Institution:**

University of London

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** MA Dance Movement Psychotherapy

**Programme Name:** MA Dance Movement Psychotherapy

**Total credit value for programme:** 240 credits

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** 2 years full-time or 3 years part-time

**UCAS Code(s):** Not applicable

**HECoS Code(s):** (100254) Psychotherapy

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:** Level 7

**Programme accredited by:** Association for Dance Movement Psychotherapy UK

**Date Programme Specification last updated/approved:** May 2024

**Home Department:** Department for Social, Therapeutic and Community Studies

**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

## Social Therapeutic and Community Studies Overview

Our goal is to empower students through professional qualification and/or critical learning across Social Work, Youth Work, Community Development and a range of Therapeutic practices. Our particular collection of professions and perspectives uniquely places our graduates to meet stressed and struggling publics in ways which speak to their mental health, well-being, domestic safety and social justice.

We see our students and the users of professional services in the round, as individuals, in relationships, in communities and societies, all with differing skills, experiences, aptitudes and privileges. We tailor teaching and learning to enable each person's growth and development, and we model professional practice which meets service users where they are.

You will join a community of highly experienced practitioners, educators and researchers, focused on developing the very best of critical, values-driven practitioners and leaders.

We are guided by our own manifesto, developed by students and staff, incorporating 5 values and 5 principles in all our teaching, practice and research. Students will find these reflected in each module and programme.

Our values are:

1. Anti-racism, equality, diversity and inclusion
2. Social justice and social change
3. Environmental justice
4. Solidarity and Relationships
5. Hopefulness

Our principles are:

1. An ethical commitment to support each other's' well-being as teachers and learners:
  - Recognising our humanity at work – creating spaces to talk, to vent, to share, to support one another
  - Actively working in anti-racist ways and challenging inequality and oppression
2. Inter-disciplinarity:
  - Identifying broad shared critical theory(ies) as the context for critical practice – equipping students with the science and philosophy of knowledge
  - Cross-program teaching on shared and overlapping themes, namely anti-racism, attachment, safeguarding, social policy, research methods, ecology, activism and 'greening' our professions
3. Innovation and Creativity
  - Embedding emotional and intellectual curiosity about racism, anti-racism and identity, the climate emergency and post-COVID practice
  - Taking time to ground our teaching and learning in lived experiences and real-world dilemmas
  - Embedding community arts and creative practices

#### 4. Progressive Partnerships

· Knowing and working with our neighbours to provide services and spaces to think. The department is in partnership with the NHS and the local authority to run our own mental health and well-being clinic for the local community and London. Students can undertake their placements in the clinic, providing low-cost (free to users) therapeutic services, family support and youth services. The aim is to support the community through better access to well-being services, focusing particularly on Black, Asian and minority ethnic service users and religion and belief communities who are racially and religiously marginalised.

#### 5. Reflexivity

· Regular staff-student get-togethers to ask ourselves what are we doing well, what are we getting wrong, what could we do differently, or additionally?

### **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. The teaching, clinical practice and research that shape the pedagogy of the programme are informed by our commitment to five core values: (1) anti-racism, equality, diversity and inclusion, (2) social justice and social change, (3) environmental justice, (4) solidarity and relationships and (5) hopefulness.

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. These are:

#### 1. Our ethical commitment to supporting and enhancing wellbeing

This concerns you as a student, your interdisciplinary colleagues and your clients: Actively working in anti-racist ways and challenging intersectional inequality and oppression.

#### 2. Interdisciplinarity

Engaging in broad shared critical theory(ies) as the context for clinical practice: working at the intersections of arts practice, psychotherapy, community work, education, healthcare, social and ecological justice.

Interdisciplinary working is actively encouraged through shared and overlapping subjects across programmes in STaCS (e.g. anti-racism, attachment, safeguarding, social policy, research methods, ecology and activism).

#### 3. Innovation and Creativity

Study is informed by contemporary psychodynamic theory, dance practice, Laban Movement Analysis (LMA) and somatic bodywork. Teaching methods include embodied practice, critical

theory, experiential learning and clinical practice in diverse settings. We consider leaning as an active co-creative experience and to this end you are engaged through a whole person approach; one that is situated and contextualised (with)in 21st century understandings of multiplicity and difference.

#### 4. Progressive partnerships

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 develop partnerships that may lead to further professional development opportunities or employment.

#### 5. Reflexivity

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. You are actively encouraged to develop a self-reflexive practice through independent study, peer-led opportunities and a deep experiential process that promotes studying relational dynamics, group theory and lived experience in praxis.

You are supported 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 and cover the cost of travel throughout the programme. You are also required to become a student member of the Association for Dance Movement Psychotherapy UK (ADMP UK) for each year of your studies.

On graduation you are eligible to become a registered professional member of the Association for Dance Movement Psychotherapy UK (ADMP UK) and eligible to become a [trainee](#) member of the UK Council for Psychotherapy (UKCP).

## 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 200 hours 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, psychodynamic individual therapy 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 (DBS) or equivalent Certificate of Conduct for international students.

## **Programme learning outcomes**

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, social and environmental justice 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:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
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, diverse needs and socio-cultural contexts	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
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, social and ecological justice and understanding how these influence therapeutic processes in small and large groups	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
A3	demonstrate a well-developed knowledge and understanding of 21 <sup>st</sup> century principles of Dance Movement Psychotherapy theory and practice	, Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
A4	demonstrate a well-developed knowledge and understanding of critically engaging with movement analysis, including Laban Movement Analysis and Anatomy and of relational movement characteristics and consequent intra-personal and inter-personal material	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
A5	demonstrate a well-developed knowledge and understanding of revised Psychodynamic Concepts within 21 <sup>st</sup>	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	century understandings of equality, diversity and inclusion	and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
A6	demonstrate a well-developed knowledge and understanding of the work of other professionals	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2

### **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	confidently relate processes in experiential groups to theory through relational and reflexive practice	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
B2	confidently understand organisational dynamics and political contexts with a focus on anti-racism, equality, diversity and inclusion as well social change and environmental justice	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
B3	confidently link together the different aspects of learning from experiential learning, clinical practice, theoretical studies	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B4	confidently understand the social and political context of dance movement psychotherapy clinical work, including ideas related to anti-oppressive practices, difference, equality and diversity as well as social change and environmental justice	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2

### Subject specific skills and professional behaviours and attitudes

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	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	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
C2	show a well-developed ability to understand the relationship between the movement of the individual and that of other group members taking into consideration issues related to difference, equality and diversity	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
C3	Show a well-developed ability to use their understanding of therapeutic principles in Dance Movement Psychotherapy practice within 21st century understandings of equality, diversity, inclusion, social change and environmental justice	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Clinical Practice Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
C4	show a well-developed ability to use dance and movement as a relational and reflexive tool for learning	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and



Code	Learning outcome	Taught by the following module(s)
		Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
C5	show a well-developed ability to know what is involved in being a safe and effective practitioner with a focus on adhering to embodied ethics within diverse clinical, cultural and socio-political contexts	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
C6	show a well-developed ability to work in a multi- disciplinary team making use of interdisciplinarity and partnership building	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Clinical Practice Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
C7	show a well-developed ability to look critically at dance and movement utilising 21 <sup>st</sup> century understandings of equality, diversity, inclusion, social change and environmental justice	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
C8	show a well-developed ability to make links between bodily experience and personal experience through a relational, reflexive and experiential practice	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2

## Transferable skills (Elements)

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	competently convey a developed awareness of self and others as situated and contextualized with(in) the psychosocial, cultural and political dynamics of relational process	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Fieldwork and Supervision 1 Part A, Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
D2	be aware of themselves as responsible for their own learning and demonstrate professional conduct.	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Clinical Practice Fieldwork and Supervision 1 Part A, Clinical Case Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
D3	practice in a safe and professional way	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Clinical Practice Fieldwork and Supervision 1 Part A, Clinical Practice Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
D4	reflect on relationships with clients, supervisors and other professionals through interdisciplinary engagement	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Clinical Practice Fieldwork and Supervision 1 Part A, Clinical Practice Fieldwork and Supervision 1 Part B, Clinical Case Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2
D5	understand how racism, sexism and homophobia as well as intersectionality have impacted on clients, staff and the institutions in which we work	Theory, Practice and Experiential Learning 1, Theory, Practice and Experiential Learning 2, Clinical Practice Fieldwork and Supervision 1 Part A, Clinical Practice Fieldwork and Supervision 1 Part B, Clinical Case

Code	Learning outcome	Taught by the following module(s)
		Portfolio 1, Clinical Case Portfolio 2, Fieldwork and Supervision 2

## Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	<p>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.</p> <p>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</p>

		<p>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.</p> <p>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 organisational 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.</p> <p>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.</p>
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		Presentation will be excellent. The work overall will be of an exceptionally high standard.
70-79%	Distinction	<p>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.</p> <p>Coursework summary: A 70% to 79% mark is given where 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.</p> <p>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</p>

		<p>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 organisational 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.</p> <p>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.</p>
60-69%	Merit	<p>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</p>

		<p>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.</p> <p>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.</p> <p>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 organisational 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.</p> <p>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</p>
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		<p>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.</p>
50-59%	Pass	<p>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.</p> <p>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.</p> <p>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</p>



		<p>work of other professionals. There will also be evidence of a sufficient awareness of the cultural, political, racial and organisational 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 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</p> <p>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.</p>
30-49%	Fail	<p>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.</p> <p>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</p>

		<p>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.</p> <p>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 organisational 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.</p> <p>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 organised 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.</p>
10-29%	Bad fail	<p>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</p>

		<p>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.</p> <p>Coursework summary: Represents a significant overall failure to achieve the appropriate learning outcomes</p> <p>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 organisational 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.</p> <p>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 organised 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.</p>
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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.

## Mode of study

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 and peer-led study and practice groups. There is a strong emphasis on participation and being in charge of one's learning and growth 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 Mid-Course Case Study and Final Clinical Report before submission; your supervisor will provide you with feedback on your drafts.

## Programme structure

Full-time students are in college for 2 days of study and in clinical placement for 2 days each week, 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 each week, for the first 2 years of study. In their third year they are in college for one day and in clinical placement for 2 days each week. 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.

Below is a breakdown of the modules you will complete for each year of study, if you Full-Time or Part-Time:

### Full-time mode

#### Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Theory, Practice and Experiential Learning 1	PY71060C	30	7	Compulsory	1, 2, 3
Fieldwork and Supervision 1 Part A	PY71080A	15	7	Compulsory	1, 2, 3

Module Name	Module Code	Credits	Level	Module Type	Term
Fieldwork and Supervision 1 Part B	PY71071D	15	7	Compulsory	1, 2, 3
Clinical Case Portfolio 1	PY71072C	60	7	Compulsory	1, 2, 3

## Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Fieldwork and Supervision 2	PY71065B	30	7	Compulsory	1, 2, 3
Theory, Practice and Experiential Learning 2	PY71073C	30	7	Compulsory	1, 2, 3
Clinical CASE Portfolio 2	PY71074B	60	7	Compulsory	1,2,3

## Part-time mode

### Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Theory, Practice and Experiential Learning 1	PY71060C	30	7	Compulsory	1, 2, 3
Fieldwork and Supervision 1 Part A	PY71080A	15	7	Compulsory	1, 2, 3

### Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Fieldwork and Supervision 1 Part B	PY71071D	15	7	Compulsory	1, 2, 3
Theory, Practice and Experiential Learning 2	PY71073C	30	7	Compulsory	1, 2, 3
Clinical CASE Portfolio 1	PY71072C	60	7	Compulsory	1,2,3

### Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Fieldwork and Supervision 2	PY71065B	30	7	Compulsory	1, 2, 3
Clinical CASE Portfolio 2	PY71074B	60	7	Compulsory	1,2,3

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching

are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Employability and potential career opportunities**

Some students come to the programme already employed in fields directly or indirectly related to dance movement psychotherapy 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 not only create work but who also 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 of the programme have been employed in a variety of contexts including NHS, voluntary sector and education.
- Many graduates have applied for and gained further accreditation as psychotherapists with the UK Council for Psychotherapists (UKCP) or other professional bodies.
- Final Clinical reports from finalists, may with staff support be recommended for publication.

The programme aims to develop the following skills within our graduates:

1. Solving Problems – through the development of critical thinking in the theory and practice based elements of the training. The programme allows students to develop the skills and attitude to think reflectively about presenting issues and problems.
2. Professionalism and enterprise skills – students are supported in developing an approach to working within the professional context and understanding issues of conduct and contextual negotiation. They also experience, through their placements,

the types of agencies and realities of working in their field.

3. Interpersonal skills – at the core of curriculum there is an emphasis on relational capabilities to work with a range of people, clients, colleagues, other professionals etc. They also develop skills to manage challenging interpersonal situations.
4. Intrapersonal skills –students are encouraged to develop self-awareness, and to reflect on their own positionings with(in) different environmental, systemic and socio-political contexts.
5. Communication - graduates would have a highly-developed set of communication skills which have been honed through their clinical practice, experiential groups, supervision and presentation of their work in a variety of contexts.

Graduates are also supported by the alumni VLE on [www.community.gold.ac.uk](http://www.community.gold.ac.uk)

## **Programme-specific requirements**

### Attendance

Students are expected to attend all sessions prescribed for their programme. Registers are maintained and checked for prescribed sessions delivered by Goldsmiths (e.g. seminars, tutorials etc). Students are required to contact the programme convenor in relation to any absence. The programme convenor will determine if such absences are authorised. Two non-notified or non-authorised absences in a row, or a module or termly base attendance rate falling below 80%, may result in the matter being referred to the Academic Progress Committee, the College's Fitness to Study process or Fitness to Practice process. This applies to both full and part time students. The College reserves the authority to take action in relation to unsatisfactory attendance, up to and including, withdrawal from Goldsmiths.

### Progression

Students are required to pass all elements of Part One before proceeding on to Part Two of the programme.

Students must demonstrate satisfactory competence in coursework, academic and professional clinical practice. Students who do not demonstrate satisfactory competence in coursework, academic and 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.

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.

If you do not successfully complete any module on the programme for any reason, and have to repeat 'in attendance' this will also incur additional fees as determined by the College.

If you fail any one of these components Placement Days, Placement Managers Report, Clinical Supervision you will be required to repeat in PT or FT attendance, and you will be expected to pay an appropriate fee determined by the College, until the criteria have been met.

In exceptional circumstances it may be necessary to dismiss students from the programme on the grounds of their unsuitability for training and fitness to practice. The grounds for this are as follows:

The student's behaviour:

- Is confirmed to be damaging or dangerous to other people who use services, other students or programme providers;
- Creates an unacceptable risk to themselves or others.

If this behaviour occurs while on placement the following applies:

- In the case of a student enrolled on a programme of study which leads to an entitlement to practice as a member of a profession, conduct which might call into question his / her suitability to practice that profession.

## **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## **Specific programme costs**

### Personal Therapy hours

Full and part time students are required to undertake weekly personal psychodynamic psychotherapy during the course of the programme. The cost of personal therapy is to be paid by the student to the therapist. Such cost can vary depending on location, availability and income, but you can expect to pay between £30.00 to £80.00 per therapy session.

### Membership costs

You are required to become a student member of the Association for Dance Movement Psychotherapy UK (ADMP UK) for each year of your studies. As an indication of the annual cost, in 2024 it was £50.

### Travel

Students will be attending placements and therapy sessions during the course of their programme. Travel costs are the responsibility of students.

