

PROGRAMME SPECIFICATION

1	Awarding institution/body University of Worcester
2	Teaching institution Birmingham Centre for Art Therapies (BCAT) and University of Worcester (UW)
3	Programme accredited by N/A
4	Final award PG Cert (60 credits)/PG Dip (120 credits)/MSc (180 credits)
5	Programme title Integrated Dance Movement Psychotherapy (IDMP)
6	Pathways available N/A
7	Mode and/or site of delivery Taught programme. Based at both the Birmingham Centre for Art Therapies (BCAT), and the University of Worcester (UW)
8	Mode of attendance Part-time. Weekend blocks with supported e-learning.
9	UCAS Code N/A
10	Subject /Professional Benchmark statements N/A
11	Date of Programme Specification preparation/revision October 2009/updated January 2011
12	<p>Educational aims of the programme</p> <p>This cutting-edge MSc Integrated Dance Movement Psychotherapy (IDMP) programme is the first professional qualification of its kind to be launched anywhere in the world. It therefore places the Birmingham Centre for Arts Therapies (BCAT) and University of Worcester (UW) at the forefront of research and innovation that is aimed at emphasising a cross-cultural understanding towards the comparative efficacy of the psychotherapeutic use of movement and dance within current treatment settings of contemporary medicine. Based on integrative and eclectic therapeutic orientations of ethno-medicine and modern psychodynamic, cognitive-behavioural, humanistic, group and family systems approaches, the programme is specially designed as an intense learning experience to acquaint students with the complexity and capacity of a range of integrated dance and movement models, representing the common architecture that underlies both therapy for clients and teaching especially for Creative and Expressive Arts Psychotherapy (CEAP) clinicians of multicultural and diverse linguistic milieus.</p> <p>Most often, the Creative Arts Therapies (CAT) are geared toward work with children and adults with learning, physical, developmental, or emotional disabilities. However, non-disabled populations of any age (e.g., school children, nursing home residents and medically ill patients) do benefit from CAT as well. Therefore the rationale of this programme is to prepare the graduates to function with cross-cultural sensitivity, compassion and intuition, while employing their skills, theoretical knowledge, and sound judgment as both therapists and artists/helpers/teachers, whether they are employed by educational, residential and day-treatment centres, medical and psychiatric hospitals, community mental health centres, rehabilitation facilities, substance abuse programmes, or correctional facilities. The ultimate purpose of the IDMP practitioner upon completion of this MSc Degree qualification is to facilitate the multicultural client's journey in finding a healthy balance and sense of wholeness.</p> <p>The educational aims of the programme are:</p> <ol style="list-style-type: none"> 1. To provide a critique of core theoretical knowledge and application of a multi-arts or multi-modal approach within the integrating context of cross-cultural theories and methods of bio-psycho-social-spiritual and ethno-psychotherapeutic areas, which employ different psychotherapeutic arts processes into diagnosis, assessment and treatment sessions, as appropriate to a particular client or issue;

2. To prepare students in consultation with other IDMP team members or in private practice, to assess client needs, in order to prescribe an individualised IDMP treatment plan and to develop/implement cross-cultural "active imagination" activities for expressive arts groups (e.g., dancing, singing, playing percussions and making clay objects);
3. To prepare candidates for the integration of clinical effectiveness, reflective practice and real-life research methodology into their own practice, experiences and behaviour, by using observation and intervention techniques based on a holistic understanding of pertinent cross-cultural literature in psychotherapy and teaching
4. To provide a stimulating academic environment which is based on the values of academic openness and critical appraisal, where analytical problem-based learning and transferable skills can prepare the student for further professional training as an IDM Psychotherapist;
5. To afford each student the opportunity for the systematic analysis and discussion within a multicultural forum; of ethical aspects of practice, including Codes of Professional Practice; diversity and difference; accountability and the law; and boundary issues;
6. To facilitate the acquisition of advanced knowledge and skills in a range of procedural approaches, with the ability to design and implement a personal project related to IDMP (on completion of the full masters programme only).

13. Intended learning outcomes and learning, teaching and assessment methods

In summary, the MSc Degree in IDMP prepares each student to be able to

1. Critically evaluate the current scientific issues in IDMP which is informed by leading edge cross-cultural research practice in the Creative Arts Therapy field.
2. Build on, and facilitate the advancing development of existing research and scholarship to identify new or revised approaches to practice.
3. Conduct extended research into IDMP issues that require familiarity with a range of clinical data, academic research sources and appropriate methodologies, and for such to inform the overall personal learning process.
4. Synthesise, articulate and communicate theory, while applying best practice of IDMP in multi-disciplinary teams in health care and educational settings;
5. Independently design, manage and critically evaluate a personal comprehensive project relating to IDMP through the process of advanced scholarship whilst demonstrating an understanding of the implications of ethical issues involved in such research and the limitations and implications of their research for professional practice.

Knowledge and understanding:	Examples of learning, teaching and assessment methods used:
<p>Therefore, upon successful completion of this programme students will be able to demonstrate a knowledge and understanding of:</p> <ul style="list-style-type: none"> • KU1: <i>Integrative DMP skills, sensori-emotional and artistic values</i> – The aesthetic and creative values deal with the bio-psycho-socio-spiritual aspects of cross-cultural dance as an interrelated functioning of body and mind, emphasising the qualities, rather than simply the study of a particular dance style. • KU2: <i>How Integrative DMP featuring Therapeutic Play, Movement & Drama can support a cross-cultural perspective in the healing process</i> – The identification of cultural implications of incorporating non-verbal and verbal means of expression into the healing process. • KU3: <i>Cross-cultural models of Integrative Dance/Movement as a healing art from a scientific and meta-physical perspective</i> - encompassing the various philosophies, processes, procedures and practices for effectively employing integrated dance as preventive psychotherapy with focus on re-education of neglected movement qualities and mood/effect across cultures. • KU4: <i>The essential principles of Laban Kinetography (LK) and Green Notation (GN)</i> – Cross-cultural recording systems for analysing the complexity of human movement based on the theories of Rudolf Laban and Doris Green. • KU5: <i>Professional Roles & Ethics in Integrative DMP</i> – The critical aspects of professionalism involved in the practice of integrated dance/movement psychotherapy, including the professional roles and ethical standards 	<ul style="list-style-type: none"> • The construction of a coherent and mandatory programme with a number of interdisciplinary modules; • A programme of structured lectures, seminars, group work, presentations, group and individual tutorials with e-learning support through Blackboard VLE; • The researching and writing of a variety of assignments and the subsequent written and oral feedback; • Self-directed research and project work with tutorial guidance and discussion; • Consistent approach to theory as related to practice; • Case study analysis and role play; • Contributions to teaching by service users and practitioners; • An advanced and ethically sound independent study within the IDMP discipline, produced with appropriate research methodology/ies and demonstrating critical analysis; • Supported work based learning;

<p>applying to cross-cultural private practice work and diverse agency settings.</p>	
<p><i>Cognitive and intellectual skills:</i></p> <p>On successful completion of the programme students will be able to:</p> <ul style="list-style-type: none"> • CS1: Critically evaluate the conceptual, theoretical and practical frameworks of reaching psychological imbalance in a systematic way with Integrated Dance, Music, Visual Design, Psychopathology, Therapeutic Play, Movement & Drama as a multi-media for movement response and preventive healing across cultures. • CS2: Develop complex analyses of the influence of cultural diversity on how the scientific observation and recording of the qualities rather than the study of a particular dance style, can lead to movement profiles and personality assessment graphs which are effectively applied as functional data for both medical intervention and clinical research. • CS3: Design group tasks from a composite model structured to foster cross-cultural group interaction and cohesiveness, or to guide an individual through a personal conflict or issue. • CS4: Work with sensitivity, empathy and intuition, while exercising their practical skills, sound judgement and theoretical knowledge of the integrated content, theory and interdisciplinary methods of IDMP. • CS5: Enquire into and analyse the dynamics of cross-cultural dance (choreology and choreutics, hierohistory and metahistory) integrated with psychopathology for applied dance therapy, and articulate a shared vocabulary with other mental health professionals, while sharing their unique identity. 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <ul style="list-style-type: none"> • The presentation, discussion and analysis of competing philosophical, political, theoretical and ideological concepts and their analysis; • The engagement of learners in discussion and analysis of key issues and concepts; • The consistent application of UW LO policy to encourage the growth of critical analytic skills such as the ability to evaluate evidence and arguments and to recognise underpinning assumptions and judgements; • Formative and summative case study work; • The promotion of reflexivity in research and an understanding of its use in therapeutic practice;

<p>Practical skills relevant to employment:</p> <p>On successful completion of the programme students will be able to:</p> <ul style="list-style-type: none"> • PS1: Critique and analyse the insightful knowledge they have gained of IDMP, and confirm their ability to identify their own cultural values and beliefs, and IDMP's application to their own lives, while engaging with their diverse client population therapeutically. • PS2: Appreciate the need to be mindful of political, ecological, social, cultural, technological, legal and economical factors when accumulating case histories and other relevant data. • PS3: Use appropriate assessment techniques, in their critical analysis and evaluation of the information collected, and work with diverse client populations, both to define a clear end for the therapy, and to appraise the therapy's strengths, benefits and limitations. • PS4: Engage with the process of a multi-media approach for movement response, the expression and exploration of personal material, and bio-psycho-social-spiritual life within the context of IDMP practice, while setting and maintaining appropriate therapeutic boundaries. • PS5: Pursue and realise a substantial IDMP research project, which must be presented and defended in the form of a Advanced Independent Study. 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • The application of theory to practice, critical reflection and self evaluation in the assessments; • The use of discussion and presentations both formatively and summatively; • Critical analysis and reflection on own research and practice; • The sharing of information in small groups and in the class through presentations; • The use of case study material and research based assessments; • Integration of work-based learning with theory;
<p>Transferable/key skills:</p> <p>On successful completion of the programme students will be able to:</p> <ul style="list-style-type: none"> • TS1: Critically observe and evaluate the mental and physical challenges of clients from various cultural backgrounds to determine integrated dance and body movement treatment. 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • The embedding of advanced study skills within the programme; • The embedding of research based skills within the programme;

- TS2: Confer with patient and medical personnel to develop an integrated dance movement psychotherapy programme, conduct individual and group dance sessions to improve their client's mental and physical well-being, and make changes in the client's programme, based on observation and evaluation of progress, within a stepped-care system.
- TS3: Encourage and mobilise clients with special needs and circumstances to express themselves creatively with cross-cultural dance, and to assess their clients' development, abilities personality, interests and conflicts.
- TS4: Prepare and submit clients' reactions and progress reports and confer with treatment team, along with monitoring the ongoing efficacy of their practice.
- TS5: Make best use of supervision on the course, and take advantage of and continue to learn from ongoing professional development, by attending and participating in professional conferences and workshops to enhance efficiency and knowledge.

- Written assessment in a variety of formats including analytic and critical essays and research based skills;
- Self management skills are developed through the meeting of assignment deadlines, contributing to group work, working with others and the advanced independent study;
- Oral skills are developed by peer and whole group discussion, group and individual presentations;
- Interpersonal skills and ethical principles, negotiation and problem solving are embedded within the programme both as individual modules and within module assessment content;
- Information technology is used to support the programme and student learning;

14. Assessment Strategy

The assessment strategies adopted in the MSc IDMP reflect the aims of the course and the descriptors for Masters Level Study ([QAA 2008](#)) and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge and provide evidence of the students' progress and achievement throughout the course and prepare the students for lifelong learning. Both formal (summative) and informal, (formative) approaches will be used. In order to develop the skills of advanced study identified within the course aims, students will experience a variety of assessment strategies. These include essays, seminar papers and presentations, critical review, reports and independent learning contracts. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Advanced Independent Study.

All modules use developmental (formative) approaches. Both summative and formative assessments are important because they provide the students with the information and evidence that demonstrates their progress and achievement within the programme. The varied assessment strategies used will assist all students to develop

and enhance their academic and personal skills that will be of use to them throughout their lives. The IDMP Team has designed a range of formative and summative assessments, both 'traditional' and 'innovative' e.g. essays, verbal and poster presentations, practical activities and independent projects. These strategies have been selected in order to assess your subject knowledge and skills and to provide opportunities to practice and develop a range of transferable and life skills.

15. Programme structures and requirements

Award map

Award maps are designed to show students which modules must be taken in order to gain different awards.

Module Code	Module Title	M Level Credits	Mandatory or Option	Assessment	Venue
Postgraduate Certificate IDMP (60 Credits):					
MDMT4001	Integrative Kinetography in Movement Analysis & Teaching	20	Mandatory	100% Essay	BCAT
MDMT4002	Integrative Therapeutic Play, Movement & Drama	20	Mandatory	100% Essay	BCAT
MPSY4002	Advanced Research Analysis	20	Mandatory	2 practical reports (50% each)	UW
Postgraduate Diploma IDMP (120 Credits):					
MDMT4003	Integrative Dance Movement Psychotherapy As Praxis	20	Mandatory	100% Reflective Practice Portfolio	BCAT
MPTH4002	Psychological Interventions in Clinical Practice	20	Mandatory	Clinical Case Study (50%) Research paper presentation (50%)	UW

MPSY4010	Psychology of Mental Health	20	Mandatory	Poster presentation (40%) Case study (60%)	UW
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Masters Degree (MSc) IDMP (180 Credits):

MDMT4006	Integrative Dance Movement Psychotherapy Advanced Independent Study	60	Mandatory	100% Coursework	BCAT/ UW
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NB:

A student who obtains 60 credits in the modules indicated will be eligible for the award of the Postgraduate Certificate in IDMP.

A student who obtains 120 credits from the modules indicated will be eligible for the award of the University's Postgraduate Diploma in IDMP.

A student who obtains 180 M-Level credits, including the Advanced Independent Study, will be awarded a Masters degree (MSc) in IDMP.

In order that students acquire the critical experience that closely mirrors real life, all students will be required to engage in mandatory work-based learning activities, that replicates the conditions that graduates encounter when they are actually working (see WBL Handbook for further details). In the first year, following 10 hours of WBL familiarisation, 50 hours of student WBL will be required, with a further 50 hours in the second year. These essential requirements will be located within the modules MDMT4002 and MDMT 4003 and can either be arranged within the student's own workplace (if appropriate and agreed with the course team) or at BCAT (for which an additional fee will be payable).

16 QAA Academic Infrastructure

Work-based and placement learning will take account of the QAA Code of Practice (2008) and the associated guidance in the University's quality standards for work-based and placement learning.

The policies, processes and guidance provided by the QAA academic infrastructure (<http://www.qaa.ac.uk/academicinfrastructure/default.asp>) are used for course development and delivery.

17 Support for students

The University and BCAT both have an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the University's Equality and Diversity Committee and the Director of BCAT.

The Disability and Dyslexia Service within the University's Student Services provides specialist support on a one to one basis.

Induction

There will be a week of induction events at the start of each academic year at both BCAT and UW. This provides students with key information about the course, and a chance to meet their personal tutor. The Course Handbook contains a range of useful information, and students are encouraged to use this to identify important information about their course.

Personal Tutors

In accordance with UW/BCAT guidance, all students are allocated a Personal Tutor who they are encouraged to meet with to discuss their studies at the beginning and end of each semester. The focus of the Personal Tutor is to encourage your personal development planning so that you receive structured support to develop:

- Awareness of your own strengths and weaknesses
- A clear vision of what you want to achieve through MSc study
- Greater understanding of how study in your discipline area can help you towards your goals
- A reflective approach to all the feedback you receive on your work
- A sense and a record of progression and achievement in your development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of your HE experience to others including employers

The personal tutor will also:

- Respond to your requests for support and help with issues which affect academic work either at subject level or by referral to other University facilities
- Provide information for and assist in the drafting of references

The personal tutor is your regular point of contact within the University. Normally your personal tutor will remain with you throughout your time at University of Worcester.

You ought to meet your personal tutors four times a year, although occasionally you may also need to contact your tutor at other times, particularly if you are experiencing problems.

Personal Development Planning

Students are encouraged to complete the Psychology Personal Development Profile (PDP) for each module. Details of the UW approach to PDP can be [here](#).

Study Skills

Study Skills Advice Sheets have been developed in order to help you to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

Further information on Student Services available at UW can be found [here](#).

18 Admissions policy, criteria and procedures

Entry requirements

The course is particularly appropriate for creative, self-motivated learners at any age above 21. Specific entry requirements include:

- A good graduate degree (at 2.2 or above) in expressive/performing arts, drama, psychology or social sciences
- Graduate qualification as a teacher, nurse or social worker; occupational therapist or physiotherapist/physical education.
- A non-graduate with a relevant alternative qualification (e.g. counselling) must demonstrate the ability to complete academic studies in higher education (e.g., in form of a portfolio).
- A non-graduate without relevant validated training must demonstrate the ability to complete academic studies in higher education (e.g., in form of a portfolio) and have appropriate work experience (at least two years) in a field relevant to IDMP.

More importantly, applicants need to be working in a relevant field and applicants should specify how the nature of their current practice relates to their eligibility for attendance on the course on their application form and at interview. In addition, students will be requested to provide:

- Two references supporting their application.
- EU/overseas students who do not have English as their first language are expected to provide evidence of sufficient knowledge of English. They should have a minimum score of 6.5 in IELTS (International English Language Testing System) as administered by the British Council.
- A satisfactory CRB (Criminal Records Bureau) check;

The UW's admission team will initially answer all course inquiries and send out course information and application forms. However, it is the applicants' responsibility to obtain the CRB and a satisfactory health clearance. Applicants should note that there may be a cost associated with these.

Admissions procedures

All applications are processed through the UW Registry and passed on to the Admissions Tutor, who will scrutinise qualifications and check whether the applicant fulfils the requirements. All candidates will be interviewed by members of the programme team to ensure they have the appropriate qualifications, motivation, experience and access to relevant work experience.

Mature Students

UW values diversity in its student body and students of any age (over 21) are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

Accreditation of Prior Learning.

Students may be admitted with advanced standing through the recognition of credit, or the accreditation of experiential or certificated learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information can be found in the [University Policy on APL and APEL \(.doc\)](#)

19 Methods for evaluating and improving the quality and standards of teaching and learning

There are a number of methods used by the course team in order to monitor, evaluate and improve the quality and standards of teaching and learning:

- Annual monitoring review of the quality of the programme;
- External Examiners reports;
- Mid and end of module evaluations by students;
- Course committee considers student and staff feedback on modules;
- Peer assessment of teaching;
- Regular staff meetings have a standing item on sharing good practices, including teaching and learning;
- Institute of Health and Society Learning and Teaching Committee.
- The [Academic Development and Practice Unit](#) promotes research and scholarship in HE learning and teaching across the institution.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that

is awarded a fail grade, unless the failure was due to non-attendance or non-submission.

- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

21 Indicators of quality and standards

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

Since the Birmingham Centre for Arts Therapies (BCAT) opened in September 1993 it has not only ensured that quality arts therapies is established and maintained initially throughout the U.K., but also extended such service to an international service. BCAT therefore provides a functional service of the highest standard to assess and facilitate arts therapies sessions. Arts therapists work with both children and adults who have a wide range of needs, such as those arising from emotional, behavioural or mental health problems and effects of stress and trauma. Furthermore, BCAT serves as a resource centre and teaching establishment for the training, education and support of professionals and carers. All BCAT Therapists have access to a comprehensive, post-qualification Staff Development programme, including regular professional supervision, and BCAT holds, update and continues to make available a library of information, including audio-visual facilities, supporting research and promoting the understanding and benefits of the arts therapies as a whole.

22 Career Opportunities & Links with Employers

It is anticipated that many of the programme participants will normally be working within the Allied Health labour industry (BCAT's main market for work-based learning activities and final employment placements) at the start of their respective course. Therefore it is expected that such candidates will be using their chosen course of study

as a way to enhance their knowledge and skills and therefore promotion prospects. However, it is imperative to note that in the UK today:

- Many organizational consultants have also begun to use the Creative Arts processes to facilitate group communication and cohesion, to enhance creative problem solving, and to envision group goals and plan for future development.
- Increasingly, elementary, secondary, and college level educators are recognising the need to stimulate the creative resources of students through integrating the arts into their curriculum.
- Occupational Health educators and Industrial Medicine professionals are increasingly introducing the arts into hospice settings and hospitals, helping patients to express their feelings about illness, to prepare for medical procedures, and to visualise their recovery. For example, BCAT is currently engaged on a long-term contractual arrangement with the Birmingham & Solihull Mental Health Trust and Small Heath Day Hospital in such a capacity.
- A growing number of educators in the visual, performing, and literary arts are now teaching within the growth and human potential movement, stressing the power of the artistic, creative process for personal growth, health, and wholeness.
- Community arts projects have provided an important ritual and healing for victims of fire, and other catastrophes.
- Similarly, the creative arts provide a “voice” for the disabled, the elderly, the homeless, and those living in economically disadvantaged neighbourhoods.

These avenues will provide complementary employment opportunities for students upon graduation.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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