

## Programme Specification

### *MA Professional Practice, Somatic Studies*



<b>1. Programme title</b>	MA Professional Practice Somatic Studies
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	n/a
<b>5. Final qualification</b>	MA Professional Practice Somatic Studies
<b>6. Year of validation Year of amendment</b>	
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Distance Education

#### **9. Criteria for admission to the programme**

Admission criteria are assessed through students' submission of CV and application materials. Programme Leaders discuss entry requirements with applicants during a pre-entry advisory discussion session. Applicants returning to academic education after a long period can also take the Summer Intensive prior to starting the course as a re-introduction to their academic voice. CV and / or pre-entry advisory discussion must evidence that the student has an identifiable current professional practice in a recognisable movement-based form. It is expected that a recognisable current professional practice takes at least two years to establish after under-graduate graduation.

Students' CV and application materials, along with the pre-entry discussion indicate the possible prior experiential / accredited learning that can be claimed through University RPL Board, (Prior Experiential Learning claimed: 80 credits - at least 50 at Level 7, 30 credits can be at Level 6).

Any Prior Accredited Learning the student can claim (up to 60 credits at Level 7)

is also assessed as part of the admission process.

The programme is therefore suitable for a wide range of movement practitioners working within private or public, formal or informal contexts internationally.

Summary of admission criteria:

1. Current established professional practice
2. Capacity to evidence prior experiential learning
3. (optional, prior accredited learning, up to 60 credits)

## 10. Aims of the programme

### Programme Aims

1. To foster and enhance the professional practice of the student with direct relevance to their work-place and to the wider field of movement-based practices.
2. To offer validation and personal growth through accreditation of prior experiential learning, recognising the contribution of practice to academic study.
3. To establish techniques for students to situate their further contribution to the the field of movement-based practices.
4. To cultivate reflective practice and critical thinking as catalysts for on-going professional development, transformation and contribution to the field of movement-based practices..
5. To establish competence with inquiry techniques, particularly qualitative research frameworks and methodologies in practice-based paradigms.
6. To analyse and hypothesize ethical interrogation of professional practice contexts.

To foster a vibrant and communicative community of movement practitioners internationally via online learning and forums.

## 11. Programme outcomes

### A.Critical Thinking (CT)

**Teaching/learning methods:**  
Students gain knowledge and

<p>On completion of the programme the successful student will be able to:</p> <p><b>CT 1.</b> Identify and apply practice-based and somatic studies knowledge.</p> <p><b>CT 2.</b> Interrogate and apply ethical principles emerging from embodied and somatic approaches and theories; in synthesis with work / practice experiences.</p> <p><b>CT 3.</b> Critically consider, summarise, and explore themes within a set of narratives or data to identify implications within somatic studies.</p>	<p>understanding through readings, online e-learning resources, monthly on-line real-time discussion groups (such as via Skype), peer discussion using blogs and other tools, and tutorial support.</p> <p><b>Feedback and assessment methods:</b> Students' comprehension and evaluation is assessed by their active engagement with online learning, communication through blogs, and commitment to sharing theory through professional practice in the wider community. Students demonstrate their skills in Critical Thinking through the work they submit for grading at the end of each module term with supporting evidence of discussion through related on-line activity such as blog posting and comments.</p>
<p><b>B. Reflexivity (R)</b></p> <p>On completion of the programme the successful student will be able to:</p> <p><b>R 1.</b> Evaluate and reflect on somatic-based analyses and concepts within the context of their own professional practice and that of others.</p> <p><b>R 2.</b> Evaluate existing theory through identification of its significance, potential for transformation, and value in the formation of somatic and embodied frameworks for their own professional practice and that of others.</p>	<p><b>Teaching/learning methods:</b> Students evaluate and apply a reflexivity as an approach to synthesis their own practice-based knowledge with wider knowledge and contexts introduced in the Handbooks. These are explored through engaging in reflective practice tasks (including keeping a reflective journal), reading theory on reflection and reflexivity, and group and one-to-one tutorial discussion and support.</p> <p><b>Feedback and assessment methods:</b> reflexivity is assessed by students depth and level of engagement with the theory and activity introduced through the course materials and suggested independent research. Students demonstrate their use of Reflexivity through the work they submit for grading at the end of each module term with supporting evidence of discussion through related on-line activity.</p>
<p><b>C. Practical Skills (PS)</b></p> <p>On completion of the programme the successful student will be able to:</p>	<p><b>Teaching/learning methods:</b> Students learn practical skills through suggested tasks and readings outlined in the Module Handbooks, online</p>

<p><b>PS 1.</b> Professionally network and collaborate including communicating somatic-based constructs across practice-based and academic settings.</p> <p><b>PS 2.</b> Manage and contextualise information particularly in order to design, develop, and articulate embodied / somatic based learning opportunities.</p> <p><b>PS 3.</b> Carry out an embodied / somatic informed inquiry project and articulate any findings or questions that emerge from inquiry through a number of formats.</p>	<p>discussion groups, independent research, with tutorial support, discussion groups. Practical skills are further developed through practical use of theory and experiences in the student's wider community of practice.</p> <p><b>Feedback and assessment methods:</b> Students demonstrate the application of their practical skills through the work they submit at the end of the module and through the organisation and application of research that has facilitated and informed the work they submit with supporting evidence of discussion through related on-line activity such as blog posting and comments.</p>
<p><b>D. Graduate Level Capabilities (GC)</b></p> <p>On completion of the programme the successful student will be able to:</p> <p><b>GC 1.</b> Take responsibility for contextualising their own somatic-based practice informed by a theoretical framework and/or methodological foci.</p> <p><b>GC 2.</b> Critically review literature &amp; archived materials responding to their somatic practices.</p> <p><b>GC 3.</b> Self-direct their professional development including action planning and problem solving using inquiry / research based techniques.</p>	<p><b>Teaching/learning methods:</b> Students develop graduate skills through suggested tasks and readings outlined in the Module Handbooks, online discussion groups, independent research, and tutorial support, discussion groups and exploring theory through professional practice in the wider community.</p> <p><b>Feedback and assessment methods:</b> Students' graduate level capabilities are assessed through their engagement with critical reflection on and evidenced understanding of their wider professional context particularly through the dissemination of their inquiry project via academic artefact (essay), professional artefact and viva with supporting evidence of discussion through related on-line activity such as blog posting and comments.</p>

**12. Programme structure (levels, modules, credits and progression requirements)**

## 12. 1 Overall structure of the programme

### TERM 1 –

DAN4510 - Review of Professional Practice: *Life learning, professional learner.*  
(10 credits)

Recognition of Prior Learning (RPL) is undertaken alongside DAN4510.

Claim for 80 credits of prior learning. These credits are established from one of, or a combination of the following:

- Prior experiential learning from the establishment of student's professional practice (this is learning from professional experience that is NOT already credit-bearing and assessed to be at Level 7 via the compilation of a portfolio of claims for academic credit)
- Accredited CPD and short courses at Level 7
- Prior Accredited Learning

### TERM 2 –

DAN4630 – Advanced Practitioner Inquiry: *Meaning making in action*

(30 credits)

### TERM 3 -

DAN4760 - Independent Professional Practice Project: *Cultivation questions through inquiry*

(60 credits)

## 13. Curriculum map

See Appendix 3

## 14. Information about assessment regulations

See individual Module Handbooks

This programme sits within the Faculty of Arts and the Creative Industries (ACI) and operates within the Department of Dance assessment regulations.

## 15. Placement opportunities, requirements and support (if applicable)

Not applicable, this is a Distance Education professional practice programme.

## **16. Future careers (if applicable)**

Access to higher level practice, further development of independent practice and contribution to the professional sector:

- Further study via PhD or DProf routes.
- Graduates enjoy greater credibility of their practice within the work place, leading to opportunities for promotion or to a change in career direction.
- Graduates continue with their chosen field of research, becoming more recognised for this work within the wider professional movement environment.
- Increasing funding opportunities available on completion to travel for research, further national and international mentoring schemes.
- Graduates contribute to subject scholarship through publication in peer reviewed journals and performance work and touring.

## **17. Particular support for learning (if applicable)**

Online web 2.0 resources, such as use of professional blogs, group skype discussions, Linked-In networking groups, personal Academic Advisors, extended professional practice networking group facilitated by MAPP alumni.

## **18. JACS code (or other relevant coding system)**

005W506

## **19. Relevant QAA subject benchmark group(s).**

The MAPP DTP, MAPP SS and MAPP Dance [NT] are informed by QAA Quality Code and subject benchmarks (Music, Dance, Theatre), reference has also been made to the Masters Degree Characteristics Statement.

## **20. Reference points**

Programmes developed through consultation with ISTD

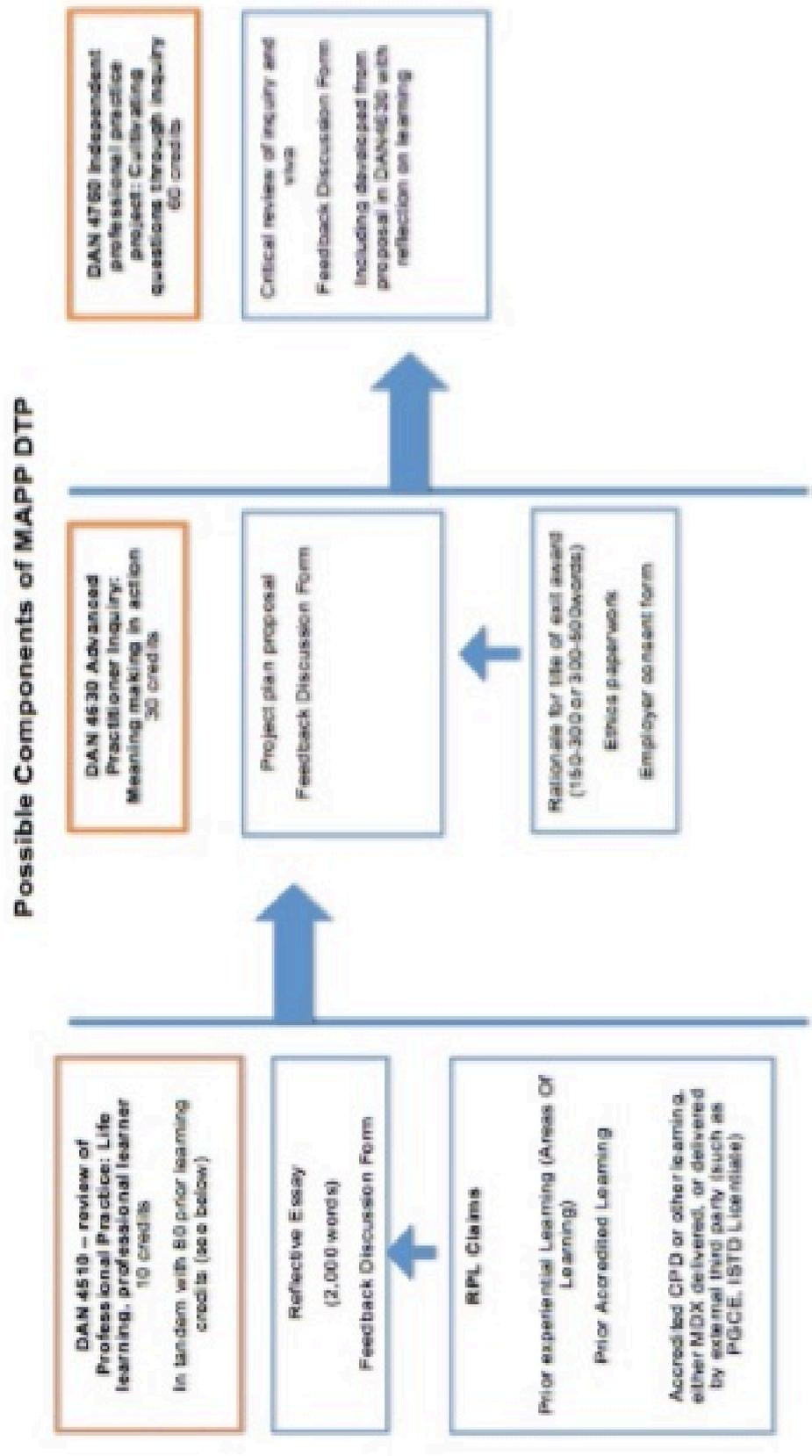
Programmes developed with consultation with One Dance UK

## **21. Other information**

See individual Module Handbooks (ie: DAN4510, DAN4630, & DAN4760)

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 3: Curriculum Map



Programme outcomes										
A1	A2	A3	B1	B2	C1	C2	C3	D1	D2	D3
Highest level achieved by all graduates										
7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level	Programme outcomes										
		A1	A2	A3	B1	B2	C1	C2	C3	D1	D2	D3
Review of Professional Practice: Life learning, professional learner	DAN4510	X			X		X			X		
Advanced Practitioner Inquiry: Meaning making in action	DAN4630		X		X	X		X			X	
Independent Professional Practice Project: Cultivating questions through inquiry	DAN4760			X		X			X			X

