

Training Standards Working Group (TSWG) Report 2025

15th August 2025

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TSWGroup Proposal to the EADMT Members for voting at the General Assembly (GA) 2025

Introduction

The Training Standards Working Group (TSWG) Mission, as published on the EADMT website, states its aims:

To establish a set of Educational Training Standards to be agreed and adopted by EADMT Full Professional Members. These Standards to underpin the collaboration across European Association Members to achieve synthesis within the profession and inform the development of a strong professional identity.

To monitor and adjust the adopted standards, following discussion and agreement across the whole of membership.

To develop further guidelines for Continuous Professional Development protocols and courses.

To support and facilitate cross-border working through the clarification of and adherence to EADMT Training Standards to register as a professional DMT.

In response to our mission the TSWG has developed a detailed questionnaire to evaluate how the TS Criteria are being met, monitored and adjusted (see GA Minutes) the Training Standards (TS) Criteria.

- In 2019 the TS questionnaire was presented at the GA and agreed to fine-tune it for sending out to National Associations (NS).
- In 2020 it was agreed that the TS questionnaire is sent to all NAs with a request for the NAs to approach all institutions running a DMT programme, gather the data according to the questionnaire, summarise the information received from the programmes, and refer the resulting data to the TSWG.
- The data received were collected on a shared document, and the graph that was created from this information demonstrated that more clarity was needed. The graph was presented in GA 2023.
- To facilitate the above process a google-drive shared document was sent to all NAs for further clarification – requesting each NA to complete. Not all Associations completed the google-drive document and therefore the gathered data remains incomplete.
- The TSWG has reached the conclusion that the information is incomplete for two reasons:
 1. Difficulties of some NAs in communicating and gathering the data from the educational institutes.
 2. The task requires much time and effort to complete.
- An additional complexity was the TSWG's involvement in the Full Membership Renewal Process through the Questionnaire, which appears to have created confusion about the monitoring of the TS and the Full Professional Membership Renewal process.

Conclusion

To address the final point, the TSWG is seeking to establish a clearer and more effective procedure for gathering the necessary data. As holding full and detailed data is essential to the monitoring and development of the TS and constitutes the TSWG's main mission, we propose a new way to

complete our essential task. This task will require that TSWG to have direct communication with all DMT programmes in Europe to collect the necessary data for ongoing monitoring and evolving of EADMT Training Standards.

The TSWG will work closely with the Membership Committee, gather the TS information from the training programmes, and share the relevant (summarised) data with the Membership Committee.

Proposal

The TSWG presents the following proposal to the EADMT Members to consider and cast their vote/s at GA 2025

1. For the TSWG to become directly accountable to the Board and the Members, and be formalised accordingly to become the Training Standards Committee (TSC).
 - 1.6 – the TSC will have a minimum of 3 members and a maximum of 5 members, who will be elected on a 5-year rota by the Members.
 - 2.6 – should a position become vacant due to retirement, the Members will be asked to vote a new member to the TSC at the next GA.
 - 3.6 – Members of the TSC will have extensive knowledge and understanding of professional training programme issues, professional ethical standards, professional competencies, evidence of good communication and administrative skills, and a commitment to the continuing development of the DMT profession.
2. It is proposed that the TSC will be responsible for:
 - 1.6 - Contacting professional programme institutions directly to receive required information from training institutes regarding their DMT programme in relation to EADMT Training Standards,
 - 2.6 - Undertaking a checking process that assesses if the programme meets the Training Standards 2017,
 - 3.6 - Providing feedback to the institute stating how they have met the EADMT TS, OR where further attention or information is required,
 - 4.6 - In collaboration with the NA Delegate, the TSC will ensure good communication and collaboration with each training institute and NA,
 - 5.6 - The outcome of the TSC's evaluation process will be communicated with the NA,
 - 6.6 - Finally, a successful programme will be referred to the EADMT Board requesting the programme receives an *EADMT Mark of Quality*.

The Proposal includes the following documents to be voted on by the Members:

1. The DMT competencies document

- The TSWG has discussed the importance of identifying the professional competencies required to practice safely as a qualified DMT in Europe. The Competencies Document is attached to the TS to clarify and support the training programmes' qualitative content.
- The TSWG has considered and defined what professional competencies are met through the training and what are required for ongoing support and opportunities to develop as a DMT's practice grows. To enhance the important step taken in 2017 when approving the professional training standards for our profession, our aim has been to present the competencies defined and confirmed in a succinct format, drawing on the work of Kim Dunphy et al. and relating them directly to the TS Criteria.

Appendix 1 – Competencies document

2. The clarifications to the EADMT TS Criteria

As a result of the Competencies document, it was noticed that there were small omissions in the Clusters 1.3, 1.4 and 2.2 in TS.

Appendix 2 – TS Criteria

3. The revised questionnaire for the training programmes

In line with the TS and the Competencies document

Appendix 3 – Questionnaire

4. The EADMT Mark of Quality

Appendix 4 – Mark of Quality

We hope that all EADMT members will hold a full discussion on the above proposal and accompanying documents. We urge all Members to vote and adopt the proposal and documents at the GA 2025.

Finally, the TSWG wishes to emphasise that we are committed to undertake the footwork, receive the documentation from each Institute, assess them against the TS, and present the results to the Board for their final agreement. In this way the TSWG wishes to ensure there is no further work for the

Board, and it allows the TSWG to bring their expertise to continue the work of raising the standards of the profession in Europe and assist in ensuring an equitable process.

We thank you for your attention,
Susan Scarth & Adda Paizi

On behalf of the TSWG

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APPENDIX 1: COMPETENCIES

Dance Movement Therapy Competency Framework

This document aims to unify Dunphy et al's competency standards, European Qualification Framework (EQF) 7, and Bloom's Taxonomy of educational targets for learning in action (pedagogical framework of Cognitive, Affective & Psychomotor domains), with the EADMT Training Standards (TS) Criteria (2017). Dunphy et.al.(2020) aims:

- to offer a platform for definition of learning outcomes for DMT training, supporting consistency of content and assessment benchmarks
- define the requirements for effective workplace performance of DM therapists
- support and guide the ongoing training and capacity building of DM therapists.

EQF 7

Competency Standards that meet the EQF 7 Second Cycle Higher Education (Masters) must address:

- Knowledge: Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- Skills-1: Critical awareness of knowledge issues in a field and at the interface between different fields
- Skills-2: Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- Competence-1: Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
- Competence-2: Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.

https://en.wikipedia.org/wiki/European_Qualifications_Framework

NB: The authors of this document consider that:

- Knowledge includes cognitive and embodied knowledge
- Skills includes cognitive, affective and psychomotor/embodied skills (reference Bloom's taxonomy)
- Competence includes the practical application, professional, and research-based development of DMT Knowledge and Skills

Bloom's Taxonomy

'A set of three hierarchical models used for classification of educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and psychomotor domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities.'

https://en.wikipedia.org/wiki/Bloom%27s_taxonomy

NB In recognition that DMT training programmes are taught through an embodied and creative process while engaging the cognitive brain, Bloom's taxonomy might be a useful taxonomy to refer to when designing a module, creating a lesson plan etc.

EADMT Training Standards Criteria (2017)

Units of Competences:

Elements necessary to perform as a professional DMT

1. Dance movement therapy – body of knowledge

Cluster 1 + 3

- a) Knowledge of how the DMT pioneers across the globe have shaped the development of the profession today
- b) Knowledge of how ethnic, indigenous, traditional, local and national dance and dance healing practices influence the profession today

- c) Knowledge of psychotherapeutic theories that inform DMT practice
- d) Knowledge of psychopathology
- e) Knowledge of the connections of DMT with other arts therapies
- f) Knowledge of anatomy, physiology, biomechanics, human developmental movement to inform safe and therapeutic practice
- g) Knowledge of Laban/Bartenieff Movement System (LBMS), Kestenberg Movement Profile (KMP), and other movement observation, awareness, and analysis tools

2.1 Technical Skills - Dance and Body Movement **Cluster 1.1, 1.3, 2**

- a) Use dance movement to stimulate creativity and expressivity
- b) Use skills in movement improvisation to support therapeutic practice
- c) Utilise somatic practices grounded in body awareness
- d) Utilise systems of developmental and neurological movement patterns e.g., LBMS, KMP etc.to enhance movement functionality
- e) Use LBMS, KMP and other tools to document, describe and communicate observations of body patterns

3. Therapeutic knowledge and skills **Cluster 2, 3.1**

3.1. Theory supporting DMT practice

- a) Understanding the concepts of family systems, group dynamics, person-centred, psychodynamic etc. theories

- b) Knowledge of cognitive and psycho-social developmental theories
- c) Knowledge of the relationship between movement, memory, symbolic thought, and narratives
- d) Knowledge of theoretical constructs that inform the therapist's role as participant/observer, witness, and leader
- e) Knowledge of current neuroscientific theory and its application to DMT
- f) Knowledge of trauma-informed practice to advance therapeutic outcomes

3.2 Skills that support DMT practice. Supervision, Internship, Personal Therapy Clusters 1,2,3

- a) Understands the role of empathy and attunement in building relationships with clients
- b) Understands the components of a DMT programme of interventions
- c) Understands how shared movement experiences facilitate self-expression and promote insight and integration
- d) Articulates why and how verbal interventions support the integration and meaning-making of nonverbal learning and experiences
- e) Utilise constructs to inform the role of participant/observer, witness, and/or leader

4. Dance movement therapy in practice. Cluster 1.1, 1.4 ?, 4 (case presentation), Supervision

4.1 Assessment in the therapeutic process

- a) Utilise awareness of aspects of human diversity from demographic data, for effective assessment, including any contra-indication
- b) Application of systematic and comprehensive assessment that guides treatment planning and interventions

- c) Creates, reviews, and revises movement and corresponding bio-psycho-social-cognitive goals and objectives informed by formal and informal ongoing assessment

4.2 Planning & therapeutic development

Cluster 1.1, 1.4 ?, 4 (case presentation), Supervision

- a) Develops evidenced-informed long and short-term movement goals and objectives including case conceptualization (formulation)
- b) Ensures intended outcomes are appropriate for the client population and context
- c) Monitors and reviews and assesses clients' progress against DMT plan
- d) Reviews treatment planning with allied professionals where appropriate and possible
- e) Undertakes reflective discussions and seeks input about client progress with the client, treatment team, and family or significant others for whom informed consent has been provided

4.3 Dance and movement interventions

Clusters 1 & 2

- a) Utilise dance and movement interventions to promote and maintain therapeutic relationships
- b) Utilise functional and expressive movement repertoire to kinaesthetically attune to clients
- c) Adopt principles of inclusivity and respect to foster a therapeutic relationship
- d) Create an environment that invites clients to use movement to express and explore aspects of self
- e) Offer sensory movement experiences and imagery to enrich clients' expressive movement capacity and insights
- f) Offer aesthetically enriching experiences
- g) Creates developmentally appropriate interventions

- h) Facilitates use of symbols, imagery, and metaphor in movement
- i) Facilitates improvisation, spontaneity, and creativity to enhance self- expression
- j) Promotes movement that supports clients' emotional expression, communication and wellbeing
- k) Facilitates a themed movement practice that supports clients' meaning making
- l) Selects choreographic structures, props, music and other art forms to support clients' strengths and needs
- m) Maintains the flow of a session including smooth and timely transitions, and a clear beginning, middle and end

4.4 Facilitating dance movement therapy groups Cluster 1.1, 1.3 & 2.1

- a) Builds empathic connection with and between clients through group work
- b) Facilitates physical and emotional warm-up to establish group cohesion
- c) Facilitates cooperation, mutual support and trust between clients
- d) Develops themes to enhance group process
- e) Demonstrates understanding of group dynamics and group process
- f) Addresses differing needs of clients within the group
- e) Facilitates group closure and integration of experiences

5. Understanding the role of research in DMT practice Cluster 4

- a) Utilise published evidence to inform practice

- b) Ability to interpret and apply knowledge from current relevant research literature to enhance client care and professional development

6. Implementing professionalism in practice

Cluster 1.3 & 1.4

- a) Understanding of clinical limitations and necessary supervision as needed
- b) Promotes collegial relationships with other professionals
- c) Managing information and records securely and maintaining confidentiality (GDPR)
- d) Maximises client safety in the physical environment
- e) Ensures access to first aid support and awareness of emergency procedures
- f) Operates within DMT professional bodies' Code of Ethics and Rules of Professional Conduct
- g) Understanding of reportable conduct and mandatory reporting requirements and other relevant legislation related to safeguarding clients
- h) Understanding of requirements for regular clinical supervision as appropriate to workplace guidelines and Professional Associations' Supervision Guidelines

References

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- Bloom, B. S. (1956), Taxonomy of Educational Objectives, Handbook : Cognitive Domain. David McKay & Co:NY
- Krathwohl, D. & Bloom, B.S., & Masia, B. (1969). Taxonomy of Educational Objectives, Handbook 2: Affective Domain. David McKay Co.:NY
- Simpson, Elizabeth J. (1966). "The classification of educational objectives: Psychomotor domain". Illinois Journal of Home Economics. 10 (4): 110–144.
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APPENDIX 2: TS CRITERIA

EADMT TRAINING STANDARDS CRITERIA

DMT training standards produced by EADMT are for the profession of *Dance Movement Therapy*

The EADMT has reached a consensus with their Training Standards Working Group following consultation with all Full Professional Members of EADMT. The aim of this consultation, since 2012, has been to ensure a ***minimum level*** of training standards criteria applicable to Dance Movement Therapy programmes across Europe, specifically to meet best practice and achieve high quality European DMT practitioners. As DMT is taught in private and university educational institutions EADMT wishes to support both types of organisations to ensure they work towards adoption of the agreed standards by 2020. Where an institution is halfway through the training programme of a student cohort, it is understood that the new standards will be adopted with any new intake from 2020 onwards.

The intention is that Full Professional EADMT Members will both meet and evidence these agreed minimum standards regarding their national accredited and/or recognised DMT training programmes. The EADMT aspires for all Members to work towards these minimum standards from 2020 and will encourage and support Full Basic Members and Associate Members in their efforts to grow the DMT profession in their countries.

Please note: EADMT have aimed for inclusivity and where special national and educational differences between countries, university programmes and private institutions exist, EADMT wishes that these Training Standards criteria offer a clear framework towards which to aspire.

ADDENDUM: During 2018/19 the EADMT Training Standards Working Group have been meeting to discuss, clarify and design the way forward. The Standards remain the same with some small edits to clarify them. These have come about as National Associations have addressed and applied the TS to their national programmes.

ECTS European Credit Transfer System	TOPIC	CONSIDERATIONS	NOTES
Masters level or equivalent = EQF 7 120 ECTS 1 ECTS = 25 hrs; 8-10 hours FF (face to face) + 15-17 hours PW (personal work) 60 ECTS per year = 1,500 study hours = 480-600 hrs FF + 900-1,020 hours PW	Length of training programme Minimum: 2 years f/t 3-4 years p/t = 120 ECTS	IMPORTANT: The Netherlands and Spain present special and specific cases, EADMT recognise these are valid routes for The Netherlands and Spain, and acknowledge that their National Association is encouraging Masters level or equivalent training programmes in other institutions. In this way students in The Netherlands and Spain will meet the usual EADMT training standards that have been operation since 2010.	For clarification please note the guidelines below (http://www.theeducators.com/home/certificate/system-guidelines/): EQF 7 Second cycle Higher Education (Masters) Knowledge: <i>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</i> Skills-1: <i>Critical awareness of knowledge issues in a field and at the interface between different fields</i> Skills-2: <i>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</i> Competence-1: <i>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</i> Competence-2: <i>Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.</i>

ECTS European Credit Transfer System	TOPIC	CONSIDERATIONS	NOTES
	Criteria for Entry Option A Bachelor degree – EQF 6 with strong recommendation for previous voluntary or paid work experience utilising dance & movement, in a community, social and/or health care setting Option B 3-5yrs dance AND movement experience and practice* and 3-5yrs community, social, and/or health care experience Option C For Post-Masters only		i) An entry age limit is against University equal opportunities policy and procedures, however if the criteria for sufficient undergraduate, post-school education and work experience is met, the youngest age for entry will normally be 22 years. ii) Some European countries operate more intense and longer pre-training requirements, especially in private institutions not governed by university regulations and financial pressures. Please note that EADMT are proposing a minimum standard across all factors that are applicable to all institutions. * iii) 250 hours minimum dance AND movement experience – including a range of styles iv) As post-masters level of DMT training has been introduced in some universities we must address this level also

	Masters in Psychology or equivalent, and movement experience and practice*, and community, social, and/or health care experience Recommended Pre-education Introductory DMT course		
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ECTS European Credit Transfer System	TOPIC	CONSIDERATIONS	NOTES
35 (875 hours minimum)	Internship It is recommended to include: 1. Minimum 160 hours face to face (FF)/sole therapist hours, where the trainee therapist is leading sessions with client/s, 2. Minimum of two client populations, with experience in mental health settings where possible, 3. Group and 1:1 work where possible.	a) Minimum 875 Internship hours to include: • 1:1 DMT – where possible • Group DMT • Team Meetings • Record keeping, reports • Presentations to department, sector & colleagues b) It is preferable that there is an Introduction to the healthcare system of the country – assisting transition from ‘education (school) skills’ to ‘working-in-the-field skills’. c) The ‘other’ hours amount to 5.5 hours per week over 2 years	NB: i) Minimum & maximum hours to be considered, where different associations can translate the EADMT Training Standards (TS) to the educational system in their own country. ii) Flexibility is vital – within clear parameters. iii) PLEASE NOTE: 160 hours minimum Face to face DMT contact with clients AND the remaining 715 hours undertaken writing notes, reports, attending review and team meetings, preparing and offering presentations to health, social and educational colleagues. Supervision is a core aspect of the training programme and should therefore <u>not</u> be included in Internship hours. iv) Each course would benefit from contracting with each placement site to ensure the safety of the student and the success of the placement for all.

ECTS European Credit Transfer System	TOPIC	CONSIDERATIONS	NOTES
10 (100 hours minimum)	Supervision 1. To be included throughout DMT education as an essential educational factor and opportunity for professional guidance. 2. Strong recommendation: small supervision groups (between 3–5) and individual where there is a specialist requirement.	Qualification of Supervisors a) It is <i>advisable</i> that all supervisors are trained, or are in training, to meet national supervision standards, e.g. registered by National Association and have undertaken specific training recognised as essential to offer competent supervision. b) All supervisors engaged on training courses will be experienced practitioners with a minimum of 3 years' full-time equivalent practice.	i) There is an additional recognition of the value of Professional Development sessions, where specific supervision input is received, relevant to a specific population or approach.

ECTS European Credit Transfer System	TOPIC	CONSIDERATIONS	NOTES
	Personal Therapy (PT) Minimum = 100 hours 1. Strongly recommended - for application to a DMT training programme; 1 years' Personal Therapy (about 40 hours) to be experienced with a Creative Arts Therapist, or other body-based psychotherapist, in group or individual format 2. 60 hours PT should be concurrent with programme 3. Total minimum PT = 100 hours	Qualification of Personal Therapists a) PT must be received from a therapist external to the training programme. b) Important to identify difference between 'self-experience' group and PT.	i) PT is recognised by EADMT as an essential aspect of becoming a therapist, where each country has diverse levels and expectations. ii) PT to be <i>strongly recommended</i> by the University/School iii) DMT Associations should state PT as a <i>requirement for registration to practice</i>

ECTS European Credit Transfer System	TOPIC	CONSIDERATIONS
60	Subject Areas Clusters 1 - 4 + Electives Conversion ECTS 1 ECTS = 8-10 Face to Face hours	<u>Essentials (Clusters 1-4) 57 ECTS: 456/570 hours and Electives 3 ECTS (24-30 hours)</u> <u>Cluster 1 35 ECTS 280–350 Face to Face hours</u> 1.1. Movement Observation and Assessment – must include LBMS (may include other in-depth tools), Experiential Anatomy that includes Somatic Practice 12 ECTS = 96-120 hrs 1.2. DMT History and Theory (to include European History) 3 ECTS = 24-30 hrs 1.3. DMT frameworks, approaches, methods, applications e.g. psychodynamic, person-centered, humanistic, social constructivist, systemic; creative, expressive; specific populations, issues, & considerations (Issues of diversity & ethics etc) 20 ECTS = 160- 200 hrs 1.4. Assessment tools, Goal-setting, treatment planning, contra-indications <u>Cluster 2 8 ECTS 64-80 Face to Face hours</u> 2.1. Groups: a) Group dynamics b) DMT group skills c) Group Process/Interpersonal Learning Group 2.2. 1:1 Skills <u>Cluster 3 10 ECTS 80-100 Face to Face hours</u> 3.1. History of psychotherapy and therapeutic models: incl. theories of creativity, healing, self–psychology, developmental psychology, neurobiology, social pedagogic applications 5 ECTS = 40-50 hrs 3.2. Psycho-pathology: physical and mental health, disability 5 ECTS = 40-50 hrs <u>Cluster 4 4 ECTS Face to Face 16-40 hours</u> 4.1. Research skills: methods and criteria, theory of research, statistics and application, critical review and analysis, case presentation

		Electives 3 ECTS Face to Face 24-30 hours E.1. Anthropology E.2. Pedagogy E.3. Dance E.4. Other

ECTS European Credit Transfer System	TOPIC	CONSIDERATIONS
	Programme Faculty	a) Important that tutors/trainers/faculty staff: i) are qualified as DMT to the minimum of post-graduate Diploma or Masters level ii) have a minimum of 3 years full-time equivalent supervised DMT practice iii) are recommended to have been/are engaged in research and/or publication activities iv) have 100 hours teaching experience and training of adults ADDENDUM: Where possible a certificate or diploma in teaching in Higher Education is an advantage b) Evaluation of teaching faculty to be undertaken every 1-3 years (or according to the national norm) and to include: i) student evaluation of institution, programme and each faculty member ii) staff evaluation of institutional support, health of programme, self-evaluation iii) staff group reflective process identifying strengths and gaps c) Support for faculty: Sufficient mentoring, support staff, suitable resources to be made available to all faculty

ECTS European Credit Transfer System	TOPIC	CONSIDERATIONS
	Assessment 1. EADMT suggests student evaluation takes place twice a year - minimum 2. Each programme should maintain an attendance register for monitoring and evaluation purposes	a) The assessment of students is of utmost importance, for the student themselves, for the faculty and to meet professional standards. b) An evaluation method is particularly important within programmes where every course/module may be taught by a different faculty member. Such courses require each tutor to complete an evaluation for each student following their module/course. EADMT suggest adopting this method across all programmes, with a frequency that meets their specific needs. The following minimum of formal assessments are suggested: i) An annual essay/creative presentation (equivalent to 2,500 words) reflecting on the experience of the Interpersonal Learning Group/Self-experience/Process Group, drawing from group theory and practice literature. ii) Two essays (3,000 words), during the whole training, exploring the key therapeutic concepts that have assisted the practical component of their studies. iii) A Case Study in final year (5,000-6,000 words), drawing on theory and practice and exploring the relevance to the client of one or two clinical sessions. It is strongly recommended to require an oral presentation of the Case Study. iv) An oral assessment of a) the student running a group warm-up, b) exploring the development of their work with an individual or group, c) presentation (10-15 minutes) of a particular client group and the relevance of DMT to this group.

ECTS European Credit Transfer System	TOPIC	CONSIDERATIONS
15	Final Thesis Minimum of 10,000 words	To include: • Research work • Writing • Editing • Creative/Reflexive exploration
	Programme Evaluation	1. To be undertaken every 6 years (maximum) by educational and/or governmental authority, the national association, and possibly a peer organisation e.g. another national Arts Therapies Association, Body Psychotherapy Association or similar, where possible. 2. Each National Association should develop criteria for accreditation and renewal of all DMT training programmes in their country. (EADMT Training Standards offer a template) 3. An Evaluation Commission in each National Association to be established. This Commission would hold the standards, procedures and processes required for regular evaluation.
	Further topics to be discussed	• Continuous Professional Development (CPD) standards • Private Practice requirements • International exchange of students – where the criteria may be set by a national association, higher regulatory body and/or between training institutions • EADMT protocol to register/accredit Member Association programmes

APPENDIX 3: QUESTIONNAIRE



European Association Dance Movement Therapy (EADMT) Training Standards for fully professional DMT training programmes in Europe

CHECKLIST for European University, College of Education, School of Arts Therapies etc. that provide accredited and/or recognised DMT professional training programmes. Guidelines available from www.eadmt.com

	LENGTH of TRAINING PROGRAMME <i>120 ETCS = 3000 study hours</i>	Hours/ Yes/No	Note / Description 1 ETCS = 25 study hours (8-10 face to face hours + 15-17 personal work hours)
	How many learning hours does your training programme cover? NB: Please clarify number of hours that are face to face and amount that are personal work hours		
	Is the programme full time, and a minimum of 2 years in length?		
	Is the programme part time, and a minimum of 3-4 years?		

	CRITERIA FOR ENTRY	Hours/ Yes/No	Please describe the content
	OPTION A Bachelor degree (BA or BSc) with recommended requirement of previous voluntary or paid work experience, that utilises dance & movement in a community, social and/or health care setting		
	OPTION B 3-5 years of dance AND movement experience and practice and 3-5 years community, social, and/or health care experience in other roles		
	Does your institution/organisation offer an Introductory DMT course?		

	INTERNSHIP 35 ETCS 875 hours minimum – 160 face-to-face hours minimum	Hours/ Yes/No	Please describe the content
	Does the internship fulfil the criterium of a minimum of two client populations, with experience in mental health settings where possible? (The setting might be a private service).		
	How many hours of Group DMT practice - i) As Assistant or Co-leader? ii) As sole therapist?		
	How many hours of individual client (1:1) DMT practice?		
	Total amount of hours of face to face experience as sole therapist, where the trainee therapist is responsible for preparing and leading client sessions		

	SUPERVISION 10 ETCS Minimum 100 hours	Hours/ Yes/No	Note / Description
	Are all supervisors trained, or in training, to meet national supervision standards?		
	Are all the supervisors engaged by the training institution experienced practitioners, with a minimum of 3 years' full-time equivalent practice?		
	How many supervision hours are included concurrent with DMT educational training?		
	How many hours of individual supervision is required?		
	How many hours of small group supervision is required?		
	Total supervision hours throughout the whole training		

	PERSONAL THERAPY (PT) Minimum 100 hours	Hours/ Yes/No	Note / Description
	Is the student's Personal Therapy (PT) received from a therapist external to the training course?		
	How many hours of PT are undertaken with a Creative Arts Therapist or other body-oriented psychotherapist, in either a group or individual setting? (It is recommended: 40 hours PT per year)		
	How many hours of PT is concurrent with programme? (It is recommended: <i>minimum</i> of 60 hours over 2 years, or 120 hours over 4 years if there are previous hours PT being received immediately prior to DMT programme)		

	CONTENT OF PROGRAMME Cluster 1 35 ECTS 280–350 hours	Hours	Description of the what and how of the content
1.1	Movement observation and assessment <i>12 ETCS = 96 -120 hours</i>		
	Laban Bartenieff Movement System (LBMS)		
	Other in-depth tool: Briefly name efficacy of each tool:		
	Experiential Anatomy that includes Somatic Practice		
	Extras: • Somatic Movement Studies – e.g. Body Mind Centering (BMC) • Developmental Somatic Psychotherapy • ‘Ways of Seeing’ • Other?		

	Total		
	Cluster 1 continued	Hours	Description of the what and how of the content
1.2	DMT History and Theory (to include European History) <i>3 ETCS = 24-30 hours</i>		
1.3	DMT Approaches <i>20 ETCS = 160-200 hours</i>		
	Approaches: Psychodynamic, humanistic, person-centred etc. Methods: Creative, Expressive etc		
	Frameworks & applications: Specific populations & issues of diversity etc Considerations: Ethics, legal requirements etc,		
1.4	Assessments tools, Goal-setting, treatment planning, contra-indications		
	Total		

	CONTENT OF PROGRAMME Cluster 2 8 ECTS 64-80 hours	Hours	Description of the what and how of the content
2.1	Groups <i>8 ECTS 64-80 hours</i>		
	a) Group dynamics		
	b) DMT group skills		
	c) Group Process/Interpersonal Learning Group/Experience in the Method		
2.2	1:1 Skills		
	Total		

	CONTENT OF PROGRAMME Cluster 3 10 ECTS 80-100 hours	Hours	Description of the what and how of the content
3.1.	History of psychotherapy and therapeutic models <i>5 ETCS = 40-50 hours</i>		
	Theories of creativity		
	Healing, self–psychology		
	Developmental psychology		
	Neurobiology		
	Social pedagogic applications		
	Other		
	Total		

	Cluster 3 continued	Hours	Description of the what and how of the content
3.2	Psycho-pathology <i>5 ETCS = 40-50 hours</i>		
	Physical health		
	Mental health		
	Disability		
	Total		

	CONTENT OF PROGRAMME Cluster 4 4 ECTS 16-40 hours	Hours	Description of the what and how of the content
4.1	Research skills <i>4 ECTS 16-40 hours</i>		
	Methods and criteria		
	Theory of research		
	Statistics and application		
	Critical review and analysis		
	Case presentation		
	Total		

	CONTENT OF PROGRAMME Electives 3 ECTS 24-30 hrs	Hours	Description of the what and how of the content
	ELECTIVES		
	E.1. Anthropology		
	E.2. Pedagogy		
	E.3. Dance		
	E.4. Other		
	Total		

a)	PROGRAMME FACULTY It is important that tutors, trainers, faculty staff be:	Yes/No	Please give detail
	i) qualified as DMT to a minimum of post-graduate Diploma or Masters level		
	ii) have a minimum of 3 years full-time equivalent supervised DMT practice (minimum 2,000 ftf sessions)		
	iii) have been/are engaged in research and/or publication activities		
	iv) have 100 hours teaching experience and preferably a level of training in adult education.		
b)	Evaluation of teaching faculty be undertaken every 1-3 years (or according to the national norm) and include:		

	i) Date of last evaluation		
	i) student evaluation of institution, programme and each faculty member		
	ii) staff evaluation of institutional support, health of programme, self-evaluation		
	iii) staff group reflective process identifying strengths and gaps		
c)	Support for faculty:		
	Sufficient mentoring, support staff, suitable resources to be made available to all faculty		

	Each programme should maintain an attendance register for monitoring and evaluation purposes		
	FORMAL ASSESSMENTS the following are suggested as minimum:	Yes / No	Please give detail
	i) An annual essay/creative presentation (equivalent to 2,500 words) reflecting on the experience of the Interpersonal Learning Group/Self-experience/Process Group, drawing from group theory and practice literature.		
	ii) Two essays (3,000 words), during the whole training, exploring the key therapeutic concepts that have assisted the practical component of their studies.		
	iii) A Case Study in final year (5,000-6,000 words), drawing on theory and practice and exploring the relevance to the client of one or two clinical sessions. It is strongly recommended to require an oral presentation of the Case Study.		
	Iv) An oral assessment of:		

	a) the student running a group warm-up, b) exploring the development of their work with an individual or group, c) presentation (10-15 minutes) of a particular client group and the relevance of DMT to this group		
	FINAL THESIS 15 ECTS For Masters level programmes	Yes / No	Please give detail
	Minimum of 10,000 words – or equivalent engaging creative exploration/presentation/performance		
	Include: • Research work • Writing • Editing • Creative/Reflexive exploration		

	PROGRAMME EVALUATION	Yes/ No	Please give detail
1.	Undertaken every 6 years - maximum By whom? • Educational and/or governmental authority. • The national association • A peer organisation e.g. another national Arts Therapies Association, Body psychotherapy Association or similar, where possible.		
2.	Has your National Association developed criteria for accreditation and renewal for DMT training programmes in your country?		
3.	Has an Evaluation Commission in your National Association been established? .		<i>This Commission would hold the standards, procedures and processes required for regular evaluation</i>

	Further topics to be discussed, or are already being discussed in your country?	Yes/ No	Please give details
	• Continuous Professional Development (CPD) standards • Requirements to set up in Private Practice. • International exchange of students – where the criteria may be set by a national association, higher regulatory body and/or between training institutions • Other		

APPENDIX 4: MARK OF QUALITY

EADMT Mark of Quality for Training Programmes meeting EADMT Training Standards

DMT programmes that successfully meet the EADMT Training Standards, following the clarification work undertaken by the Training Standards Committee (TSC), will be referred to the EADMT Board to receive an *EADMT Mark of Quality*.

NB The *Mark of Quality* would be advertised to the training institutions as a valuable marketing tool that would attract potential students to their programme. In addition, EADMT would commit to sharing the programme's website URL on the EADMT website. Only programmes with a *Mark of Quality* will be offered this free form of advertising on the EADMT website.