

**MA PROFESSIONAL PRACTICE (MAPP)**  
**Summative Assessment Feedback Report**

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**Programme: MAPP Somatic Studies**

**Module: DAN4760 (Term Three)**

**Work type: Portfolio Submission and Viva.**

Date: December 2023

Student: Dieter Rehberg

Student number: M00863087

**Feedback to students\***

**Title of Inquiry:** Mental Health and Cellular Somatizations in the Somatic Method PME

There is evidence of very good engagement in your area of study. You've shown a solid understanding of the learning objectives by choosing an initial topic or area of practice through which to draw out questions that can feed further forward into your practice. The work's strength lay in you effectively contextualising the PME method and it's clear that you have taken ownership of this approach over many years leading into this inquiry. The exploration of 'holistic development' as a pathway to apply the research practically is well-referenced. However, the insistence on this being, as you put it, 'two' inquiries suggests that the process of triangulation between different forms of research hasn't been fully considered. Your rationale for the inquiry, especially in investigating whether the somatic dialogue can be used as a methodology, is strong and your drawing of lineages to help the reader understand the roots of PME is useful. Yet, when offering a definition of Somatics, there was a need to unpack the ideas more thoroughly to enhance your analysis. There's evidence of critical positioning, particularly when referring to Merleau-Ponty and Sheets-Johnstone to discuss a cyclic philosophy, though an extension of this discussion would have benefited the work further. It's important to note that sometimes your insistence on using 'body' and 'mind' as separate terms may suggest a disavowal of contemporary literature that attempts to undo the dualistic (Cartesian) split. At times, partly due to a few issues with the proper formatting of paragraphs in your work and partly because of the need for you to build and stage your argument through each paragraph, the writing can obscure the very deep knowledge you clearly have around this topic. The incorporation of digital platforms for journaling and mind-mapping is a notable and commendable feature in your work. The artefact in its two parts offered two distinctive and complementary contributions to the inquiry. The decision to conduct a peer-discussion was a good one because it offered the chance to position the study in relation to a field of professional practice and development. I liked the way it gave an opportunity for some of your ideas to be debated and tussled with. Kampe's provocations were thoughtful, and I wonder how you might take on some of the challenges to your thinking he makes. The short film was a meditative and atmospheric aural and visual experience that appeared to weave the past and present in a dialogue between body and environment, attempting to vivify the essence of the inquiry and was a fitting coda to the portfolio.

**Assessment Criteria: DAN4760**

Assessment Criteria	Comments
<p><b>Analyse and hypothesize data gathered from professional inquiry into your field. Present your conclusions and questions raised by the inquiry in a range of formats.</b> (LO 1 4760)</p> <p>(PO-CT 3. Critically consider, summarise, and explore themes within a set of narratives or data to identify implications within the wider dance field.)</p>	<p>Your ability to shape individual learning through a thoughtful investigative process is evident. The development of an independent and logical investigation, including documentation, evaluation, and presentation is to be commended. The range of formats and platforms, such as sharing a digital journal and your mind-mapping means that your sharing of the inquiry was integrated in a sharing of your thought process.</p>
<p><b>Demonstrate your ability to take a reflexive perspective to developments within the field of your practice and in contextualisation of your own experiences.</b> (LO 2 4760)</p> <p>(PO-R 2 Evaluate existing theory through identification of its significance and value in the formation of dance frameworks. Alongside considering the potential for transformation within their own professional practice and that of others.)</p>	<p>While demonstrating some insight or logical deduction in practice and research, there's room for advancement. Nevertheless, you've showcased a significant degree of competence in performance and technical practice. Your ability to use relevant literature, theory, methodologies, practices, tools, etc., for analysis and synthesis at the Master's Level showed some insight.</p>
<p><b>Critically review your own learning in order to analyse its significance and potential for transformation of your own practice and your contribution to the wider field.</b> (LO3 4760)</p> <p>(PO-PS 3 Carry out a practice-informed inquiry project and articulate any findings or questions that emerge from inquiry through a number of formats. PO-GC 3 Self-direct their professional development</p>	<p>The decisions you made throughout the process have been process-driven, benefiting the overall work. Additionally, you've appropriately utilized supervision and negotiated aims and outcomes for assessment points though at times the ability to absorb and take on feedback could have been improved. Overall, your approach to the project demonstrates a commitment to meeting the objectives at a Master's Level.</p>

including action planning and problem solving responding to dance inquiry / research-based techniques.)	
<p><b>Strengths:</b> A deeply embodied knowledge exercised over many years is reflected in the design and execution of this inquiry. There was a very strong sense of it having real-world application for the future of your practice around PME.</p> <p><b>Areas for development:</b> The technical aspects of your writing could be improved so that your ideas and critical analysis is more cogent.</p>	
1 <sup>st</sup> Assessor: 8 R. Vesty	Date: 29 January 2024
2 <sup>nd</sup> Assessor & Board moderation: 8 A. Woodhouse	Date: 31 January 2024
Final Grade: 8	Date: 15 February 2024

## GRADING STRUCTURE AND DESCRIPTORS

Please refer to your Programme Handbook for a full description of the grades assigned. This grade is provisional and could be changed following moderation by internal procedures and the Board of Examiners. If you wish to clarify any of the feedback provided here, please contact the first marker in the first instance. You may also seek advice from the second marker or Director of Programmes.

The **highlighted grade descriptors** below indicate your achievements in demonstrating **your ability to address the assessment criteria**. This description of your achievements should help you to understand how your final grade was awarded. Your feedback is laid out in this way to encourage you to engage actively with learning outcomes, assessment criteria and grading for all your modules from now on.

- Demonstrated an innovative approach to testing concepts in the initial choice of topic or area of practice and an ability to facilitate and shape individual learning through an innovative and meticulously thought-out process of inquiry.

- Clearly demonstrated through a series of iterative outcomes a sophisticated, critical and evolving understanding of the topic or area of practice chosen for investigation, developed through rigorous research.
- Produced work of exceptionally high quality, that indicated the style and approach of a 'final' outcome would be commensurate with professional performance standards and/or publication in a highly esteemed peer-reviewed journal.
- Clearly demonstrated degrees of expertise over the areas explored which indicated an evolving sophisticated, critical and thorough understanding of the research area.
- Demonstrated advanced insights that recognise the complexities of the areas examined.
- Provided clear evidence of originality and clearly demonstrated the ability to develop an independent, highly systematic and logical or insightful investigation through practice.
- Incorporated sophisticated evaluation skills in documentation, presentation and reflection which communicate/support the expert handling of concepts and findings.
- Demonstrated originality and/or expertise in performance/technical practice.
- Employed advanced skills to conduct research and demonstrated exceptional ability in the appropriate use of the relevant literature, theory, methodologies, practices, tools, etc., to analyse and synthesise at Masters Level.
- Demonstrated accountability in all decision-making processes.
- Made excellent use of supervision, understanding the professional mentoring the relationship offers.
- Negotiated aims and outcomes for assessment points in a professional and proactive manner and took on board feedback to the benefit of the work.

#### **Distinction (3-4) You:**

- Demonstrated an advanced understanding of concepts in the initial choice of topic or area of practice and an ability to facilitate and shape individual learning through an advanced and thoroughly thought-out process of investigation.
- Clearly demonstrated through a series of iterative outcomes a critical and evolving understanding of the topic or area of practice chosen for investigation, developed through appropriate research.
- Provided evidence of originality of thought and clearly demonstrated the ability to develop an independent, highly systematic, logical or insightful investigation through practice.
- Incorporated strong evaluation skills in documentation, presentation and reflection which communicate/support an advanced handling of concepts and findings.
- Demonstrated an excellent ability in the appropriate use of the relevant literature, theory, methodologies, practices, tools, etc., to analyse and synthesise at Masters Level.
- Showed excellent clarity, focus and cogency in communication. Demonstrated accountability in independent decision-making processes.

- Made very good use of supervision, respecting how the professional relationship benefits the work.
- Negotiated aims and outcomes for assessment points in a proactive and appropriate manner and took on board feedback to the benefit of the work.

**Merit (5-8) You:**

- Demonstrated a good understanding of the learning objectives through the initial choice of topic or area of practice with an ability to shape individual learning through a considered process of independent investigation.
- Clearly demonstrated an understanding of the benefits of an iterative process to learning through practice and evidenced the ability to develop a systematic, logical or insightful, approach to experimentation through this.
- Incorporated solid evaluation skills in documentation, presentation and reflection which communicate/support an effective handling of concepts and findings.
- Demonstrated a high degree of competence in the appropriate use of the relevant literature, theory, methodologies, practices, tools, etc., to analyse and synthesise at Masters Level.
- Showed a high level of clarity, focus and cogency in communication.
- Took responsibility for individual decision-making processes.
- Made good use of tutorial support or supervision to the benefit of the work.
- Negotiated aims and outcomes for assessment points in a proactive and appropriate manner and took on board feedback to the benefit of the work.

**Pass (9-12) You:**

- Demonstrated understanding of the learning objectives through the initial choice of topic or area of practice with an ability to shape individual learning through a considered process of investigation.
- Demonstrated the ability to develop an independent and logical investigation, including documentation, evaluation and presentation, within a structured process.
- Showed some insight or logical deduction in practice/research although did not always advance this. Demonstrated a significant degree of competence in performance/technical practice.
- Demonstrated a significant degree of competence in the appropriate use of the relevant literature, theory, methodologies, practices, tools, etc., to analyse and synthesise at Masters Level.
- Provided evidence of clarity, focus and cogency in communication.
- Made process driven decisions which benefitted the work.
- Made appropriate use of supervision.
- Negotiated aims and outcomes for assessment points in an acceptable manner and took on board feedback in ways which benefitted the work.

**Pass (13-16) You:**

- Provided evidence of some critical understanding of the topic or area of practice chosen although this was rudimentary and/or remained at threshold level.
- Demonstrated some ability to develop a structured investigation related to practice involving documentation, evaluation, presentation or performance related to that practice.
- Demonstrated an acceptable degree of competence in the appropriate use of the relevant literature, theory, methodologies, practices, tools, etc., to analyse and synthesise at threshold level.
- Made independent decisions which showed some understanding of process.
- Provided evidence of effective communication.
- Made use of tutorials and studio-based support although did not always act on guidance offered.