



Rhythmic Massage Therapy Training | UK

For practitioners looking
to become professional
Rhythmic Massage
Therapists

A part-time, professional training
10 modules over two and half years

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April 2024- October 2026

Learner Handbook / 2024-26

“The hands are the most formative, the most sensitive of our living tools. They can change very much in the course of life. Soul and spirit that permeate them in training, do not only form them but flow beyond into the world as objective power of love, as blessing, as healing forces.”

Dr. M. Hauschka

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The Tutors and organisers of this training would like to thank you for your commitment and wish you a fruitful engagement with Rhythmical Massage Therapy as indicated by Dr Ita Wegman.

Your Learner Handbook provides important information to help you to integrate into the learning community, develop your skills and achieve your goals. It is a valuable resource for your journey through the learning experience.

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Welcome

The Rhythmical Massage Therapy Training (henceforth RMTT) warmly welcomes you. We hope you will find your time spent studying with us an enriching experience and of personal value to you.

The purpose of this handbook is to inform you about the training programme. It contains information about the programme content, the academic requirements, the resources available to you as a learner, and administrative procedures.

We hope it will be a useful reference.

For your benefit, we recommend that you familiarize yourself with the contents. Staff will always provide assistance and answer any questions you might have about the training.

Introduction & Overview

General History of massage

Massage as a therapy has been around for many hundreds of years; the earliest written reference being that of the “Yellow Emperor’s Book of Medicine” about 2700 BC in China. From about 500 BC there are references to massage in medical texts from Egypt, Persia and Japan. Homer describes in the Odyssey how the injured and weary war heroes were replenished and rested by the use of massage. There are also many Old Testament biblical references to the practice of people being “anointed with oil.” In the fifth century BC “the father of medicine,” Hippocrates spoke about the benefits of massage “the physician must be experienced in many things and assuredly in rubbing.”

It was during the Greco Roman period that massage gained recognition and popularity in the west when the Gymnasiums were established in the larger Greek cities and the “rubbing” of athletes with oils and powder was indeed common practice. There are references by the Roman physicians Celsus and Galen (50-200 AD). With the end of the Roman Empire, there was a decline and a shift whereby it was then the Arabs who sustained and continued to develop medical knowledge and teachings. This classical/medical knowledge re-entered Europe from the Arab world during the 14-16 centuries. In the Renaissance, medical schools were established in Italy, France, and Germany, however sadly remedial massage suffered a decline.

It is only from the early nineteenth century onwards, that this form of therapy again gradually regained repute and popularity through the teachings of Per Henrik Ling (1776-1839) in Stockholm, (the basis of European remedial massage now known as “Swedish Massage”). English language texts were first published only in the mid 1800s about the remedial benefits of Swedish massage. Queen Victoria was said to have had successful treatments for rheumatic pains.

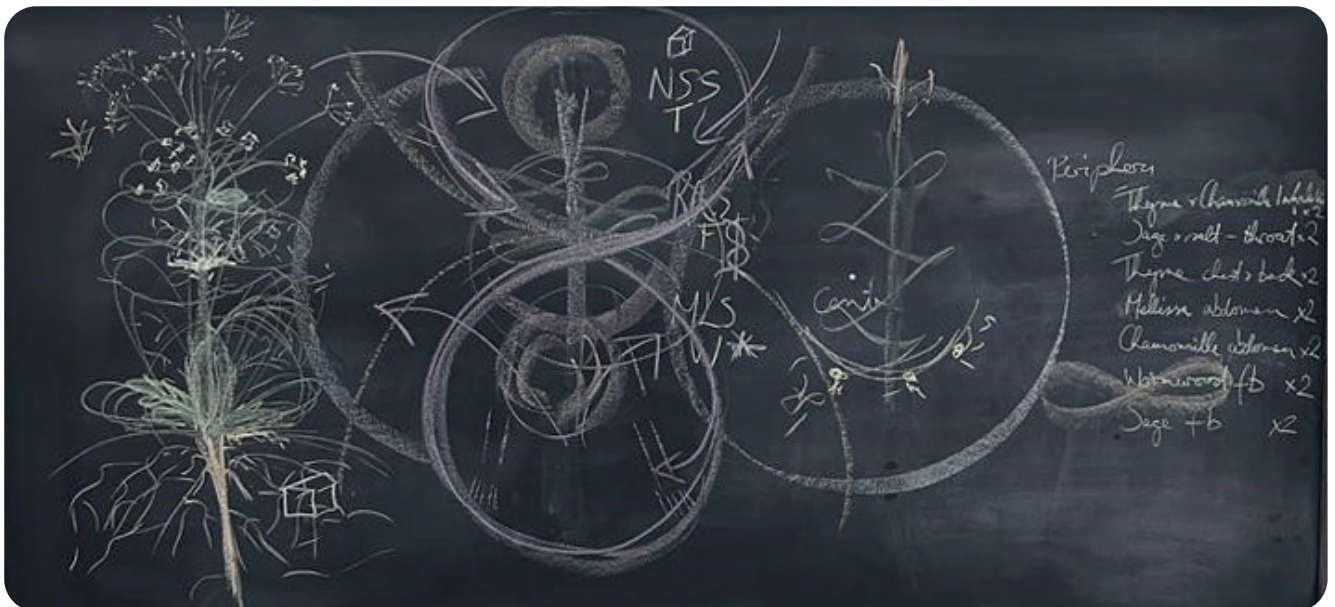
The Society of Trained Masseuses (women with nursing backgrounds) was formed in 1894 whereby massage was being practiced in medical settings this was gradually taken up and transformed by the physiotherapy profession, which later formed the Chartered Society of Physiotherapy.

In our present time remedial massage and bodywork is once again viewed with great respect and recognition for its wide range of application.

What is Anthroposophic Medicine?

Anthroposophic medicine emerged almost a century ago as an integrative medicine. Extending “conventional medical practice”, it took into account a broader spectrum of factors when treating illness and offers many new approaches to treatment.

Rudolf Steiner, the Austrian scientist, and philosopher was the founder of a new science called “Anthroposophy”, in which the human being and the natural world were not described only physically, but also in terms of soul and spirit. The Anthroposophic Doctor recognises each individual human being in their unique biography and life situations; and illness is regarded as an opportunity for positive change and growth. At the core of Anthroposophic medicine is an understanding that life has meaning and purpose and that the loss of the sense of this is often reflected in a deterioration of health. A central aim of Anthroposophic medicine is to stimulate the natural healing forces inherent in the human being. Anthroposophic medicines and new therapies have been developed to this end. Scientific, artistic, social, and spiritual insights may need to be applied together in developing an individualized treatment programme. The science and art of Anthroposophic medicine developed this understanding and was originally pioneered in Switzerland by Dr. Ita Wegman.



Brief History of Rhythmical Massage Therapy

as indicated by Dr Ita Wegman

In the 1920's, Rhythmical Massage Therapy was developed by Dr. Ita Wegman, a medical doctor schooled in physiotherapy and massage (or Swedish Massage and Gymnastics). She founded the Ita Wegman Clinic in Switzerland where Anthroposophic medicine began its development.

It was at this clinic that she applied the Anthroposophic spiritual scientific understanding of the human being to therapeutic massage, thus addressing not only the patient's physical being but also their soul and spirit nature. After Dr. Margarethe Hauschka joined the clinic, she and Dr. Wegman collaborated for 12 years to develop and refine this new approach to massage therapy. Various forms of Hydrotherapy were also developed which complemented the new form of therapeutic massage. In 1962, Dr. M. Hauschka opened the first school for Rhythmical Massage Therapy in Boll, Germany.

The term "Rhythmical" is used because the massage therapist seeks to strengthen and support the body's rhythmical processes. Every part of the living body is permeated by rhythms. Each organ has its own particular physiological rhythms. Each cell has its metabolic rhythms of building up and breaking down substances. The whole organism needs the sleeping/waking rhythm. Disturbances of these rhythmical functions can indicate potential or actual illness.

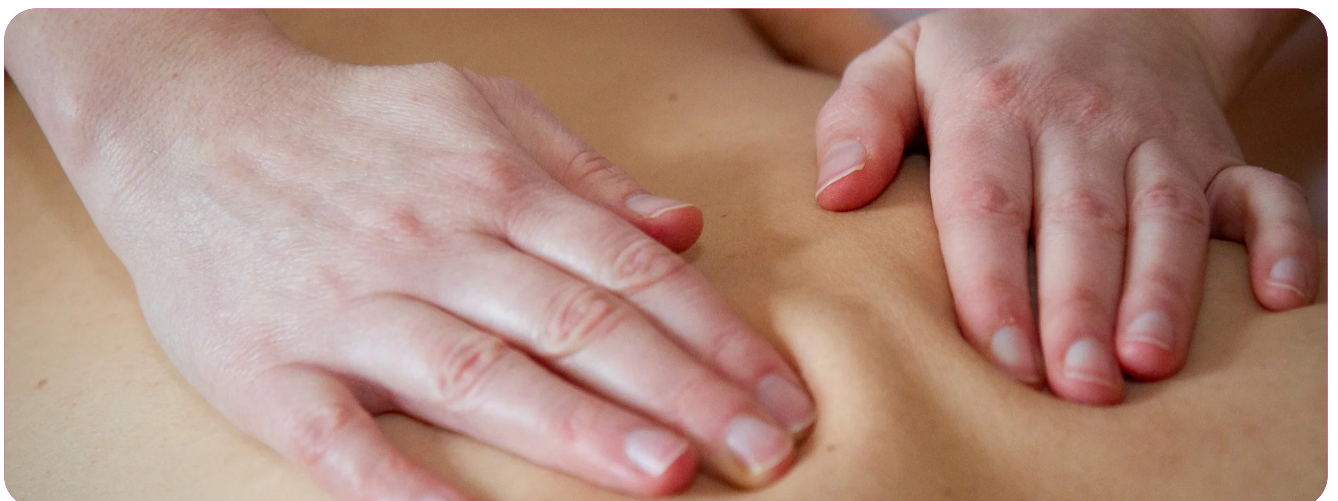
In a lecture to Doctors in 1920, Rudolf Steiner indicated the importance of this massage:

"Massage has a certain definite significance and under certain circumstance a powerful remedial effect, but above all it influences and regulates rhythm in man. The regulation of human rhythmical processes is the main office of massage."

Rhythmical Massage Therapy, as indicated by Dr Ita Wegman, is known for its harmonising and integrating effects as well as improving circulation and lymph drainage, the elimination of toxins and by inducing a deep state of relaxation. It can help the individual to have a better awareness of his or her own body. Patients often report feeling more upright together with a renewed sense of well-being after such a treatment. Specifically, rhythmical massage therapy can be helpful in such cases as asthma, angina, sleep disturbances, disturbances of the arterial and venous blood supply, headaches of various types, spinal problems and other muscular skeletal problems, rheumatic conditions, etc. Massage can also play a role in the care of the cancer patient and can be of benefit in certain psychiatric conditions. Today, various degrees of "stress" and "depletion" are common ailments that can be addressed effectively with the help of rhythmical massage therapy.

In Rhythmical Massage Therapy, (henceforth RMT), subtle aspects of the human being are worked with, through a gentle and sensitive rhythmical quality of touch that can penetrate deeply, helping to support and harmonize health.

Learners will practice specific movements which work with levity rather than gravity to strengthen and enliven the life supporting processes in the human body.



History of the Programme

The impulse to start the Rhythmical Massage Therapy Training UK stemmed from the desire and perceived need to create an English-speaking training within Europe. The original Programme Directors H el ene Martin and Aoine Landweer-Cooke co-designed the programme and curriculum together with Adrian Large. In 2001 the training was set up at Hibernia College and St. Luke's Medical Centre. Since that time, four programmes have completed.

With the current training the programme is reintroduced in the UK after a few years break. There are changes in the presentation of the programme compared to the previous trainings. Most significantly, the RMTT 2024-2026 has joined with the Emerson College. Most lectures will be presented at the College as well as on zoom throughout the years.

Training as a Rhythmical Massage Therapist

Therapy Training as a Rhythmical Massage Therapist involves not only mastering the techniques of the massage itself, but also developing an understanding of the human being in health and illness, both from a conventional, natural scientific perspective and an Anthroposophic spiritual-scientific perspective.

Rhythmical Massage Therapy developed from classical Swedish massage. It employs many of the basic terms and strokes such as effleurage, petrissage or kneading and friction, with the general exception of percussion to tapotement (pummeling, tapping, slapping). The above terms have been greatly broadened and at the same time finely tuned to a very exact and creative technique within RMT. For example, the effleurage encompasses soft deep tissue streaming strokes and also varied, defined figure of eight movements called lemniscates, performed using two hands or one. The kneading, both one or two hand technique, has an inherent deep soft tissue suction quality and the frictions are most clearly understood as being informed by the vortex dynamics. All this employ and involve the qualities of binding and loosening with pausal transitions working with the forces of levity as opposed to gravity, thereby strengthening, and enlivening the life supporting processes in the body. There is an inherent listening quality to this technique.

The way in which the massage is approached is as important as the techniques themselves. The practitioner needs to learn to be guided by knowledge and principles of sensitivity, awareness, warmth, and professionalism.

- **The course is intended for mature learners. You must be 21 years of age or older.**
- **Applicants must have an adequate knowledge of written and spoken English.**
- **Applicants must, as a minimum, have either completed or be in the process of completing a bodywork training recognized by a regulating organization such as The General Council for Massage Therapies (GCMT), or equivalent of a 'license to touch'.**
- **A nursing qualification will also be accepted.**
- **Learners will be considered on an individual basis.**
- **If physically challenged, applicants must have sufficient ability to perform the massage techniques required as a Rhythmical Massage Therapist trainee. In such cases, the RMTT should also make reasonable arrangements for learner support.**

Mission Statement

The Rhythmical Massage Therapy Training aims to:

- Provide training for Rhythmical Massage Therapy, as indicated by Ita Wegman, in the UK.
- Enable the learner to learn the techniques of Rhythmical Massage Therapy to a recognized standard.
- Enable the learner to also develop an understanding of the human being in health and illness, both from a conventional and Anthroposophic perspective.
- Support the learner's own unique and personal path of learning and inner development.

Entry requirements for the programme

Please see Appendix C for Applications and Interview Contact details.

How to apply

The online Application Form is available on the Emerson College website.

On your application form, you will have the opportunity to write a brief account of your life and the experiences that have contributed to your decision to embark upon the Rhythmical Massage Therapy Training.

On receipt of your application form, we will contact you to arrange a convenient date for the interview. Depending on circumstances, this may take place face to face, by phone or by Skype , Zoom.

The RMTT encourages applications from people from different ethnic, religious, gender, sexual and minority backgrounds.



Programme Aims and Objectives

Aims of the Training

The Rhythmical Massage Therapy Training aims to:

- Fully train learners in the Rhythmical Massage Therapy approach and technique
- Transform each learner's hands into tools for healing.
- Integrate massage practice with theoretical approaches to health and illness.
- Acquire a deep understanding of Rhythmical Massage Therapy and its influence on the emotional, physical, and spiritual wellbeing of the human being.
- Encourage engagement with fundamental questions concerning the value of Rhythmical Massage Therapy on the whole human being.
- Fully understand the contra-indications and cautions
- To have knowledge of professional standards and ethics pertinent to remedial massage.
- To impart a basic understanding of first aid.
- Inform learners of placement opportunities in Rhythmical Massage Therapy
- Inform learners of employment opportunities in Anthroposophic practices and elsewhere
- Develop appropriate communication skills to work effectively with clients, colleagues, and the wider community.
- Inform and advise learners with regard to acquiring individual professional indemnity insurance to basic understanding of practice management and development.

Learning Outcomes

The programme aims to support learners in acquiring knowledge and understanding of:

- Rhythmical Massage Therapy techniques and theory
- Anthroposophic and natural scientific medical studies
- Personal growth and development throughout the training
- Continuous self-reflection on the processes undertaken including personal, artistic and social.
- Professional standards and ethics
- Medical studies that encompass the physical, soul and the spiritual understanding of the human being
- Health studies and philosophy seminars to extend and deepen a cognitive understanding of the human being.
- Introduction to hydrotherapy and external applications/remedies
- An ever-evolving self-awareness and self-knowledge

Learning and Assessment Methods

Learners are required to take notes of lectures and demonstrations and keep a continuous reflective journal of their learning experiences throughout the programme.

Learners' knowledge, understanding and personal capacities will be assessed through module-specific course work, oral presentations, performance and participation in group work throughout the programme.

Teaching Methods

Teaching and learning take place through a combination of lectures and hands-on practice, mixed artistic media exercises, discussion groups, tutorials, regular between-module medical assignments, year-long independent projects, case studies and special seminars. Through these methods, students can develop a thorough, in-depth, and holistic approach to the theory and practice of Rhythmical Massage Therapy. The in-class hands-on practice is generally taking place in groups of three, with a timing of fair rotation in the roles of Receiver, the Doer (practitioner) , Observer. Each hands-on practice session usually begins with a presentation and or demonstration.

Throughout the course, study-skills support is provided through tutorials and mentoring sessions.

Students are encouraged to develop an ability to accommodate to new principles and understandings, reflecting on their own value system and to question concepts and theories encountered in their study.

Overall, the course is designed to provide students with a breadth of understanding of the different ways of approaching health through Anthroposophic medical therapies, in particular Rhythmical Massage Therapy. There are regular opportunities for practicing massage techniques and movements, communication, and presentation skills. The student is encouraged to engage in a thorough learning understanding of the human being both from the conventional natural scientific perspective and Anthroposophic spiritual scientific perspectives apparent in health and illness. The techniques and skills inherent in the work of RMT are sought and practiced on a daily basis within the one to one tuition class setting, mentor guidance, and home practice. Each course module is full-time and intensive. The student is asked to keep a personal journal to note personal responses including personal development, issues and documentation of all programme content. This will include homework, exercises, supplementary notes and research conducted throughout the course. It is essentially a record of the journey through training.

Programme Structure

Teaching and learning The RMTT UK programme is a two and half year part-time training composed of 10 modules of different lengths. There is an additional time commitment for medical study and assignments, plant study project, case studies, RMT practice record keeping journal (learners journal) , application and practice of movement techniques.

Practicum placements, following successful completion of Year Two, are encouraged (when and where) possible for all learners. They will be set as a requirement for some learners, as determined by tutor assessment. There will also be mentored guidance.

The training aims to accompany each learner's journey with individual input and guidance. Learners train in an atmosphere that promotes their continuing creative development, their independent research attitude, and capacity for self-reflection. The programme and its tutors foster mutual respect and collegial awareness between programme participants.

The programme's progression is based on continual process development and metamorphosis. Throughout the training, the curriculum integrates practical and artistic aspects with cognitive understanding gained through theoretical and observational approaches to health and illness. Each learner's journey is accompanied with individual input and guidance. This is to enable an inner ability to process bringing science and art together in a creative way. The training encompasses issues related to emotional and physical health and well-being in addition to spiritual values and meaning.

The approach to subject matter is guided by a Goethean methodology, with the intent to develop new organs of perception and observation, as well as knowledge.

Learning Journal and the use of Video Recording Equipments

Learners are required to make their own personal notes and drawings to document their learning process. This should include self-reflective entries.

The use of personal video recording equipment (including tablets and mobiles) are discouraged.

These may impinge on the privacy of others and can interfere with the individual's attentive participation during demonstration and practice session.

There will be many opportunities during practice and discussion sessions to clarify any questions with regard to the techniques that were demonstrated and their applications. Each module includes repeat practice sessions. During those the previously learned techniques are revisited, practiced, and deepened.

Online Resources

All participants will be invited to join our Emerson College World Community which is our online student portal for the course. Our student portal is a closed (invitation only) network (provided by Mighty Networks) available for Emerson Students and other community members. It acts as an online campus with the focus being about building community as well as running courses. Even though much of the online interaction will be run on Zoom, it is through our student portal that participants can meet, chat and stay in touch with one another outside of class time. As participants and tutors of the RMTT, we have our own closed group within the bigger community. This means that only members of the course can see the course content and course discussions in addition to being part of the wider community. Within the course, participants will be able to enjoy:

- **Easy access to all Zoom links for the course**
- **A timed access to recorded videos**
- **In-lesson discussions**
- **Group chats with the group as a whole**
- **Being able to message one another**
- **Choosing their own notification settings to receive tailored updates**
- **Accessing the course via their mobile by downloading the Mighty Networks App**

All participants will be sent joining instructions for the platform once you have been enrolled. We warmly recommend all participants make sure that they are able to access the platform before the course begins. Emerson College will notify you for an induction to this system.

The Google Drive Portfolio

Each participant will be given access to a personal folder in Google Drive that will be shared with the Course Faculty and Emerson Head of Education.

Participants may wish to keep a record of all their work, in particular participants can write a short note to show they have met the specific learning outcomes and upload photographs of relevant pages of their journal and work related to particular modules and learning outcomes in the personal Student's Google Shared Folder.

Programme Outline

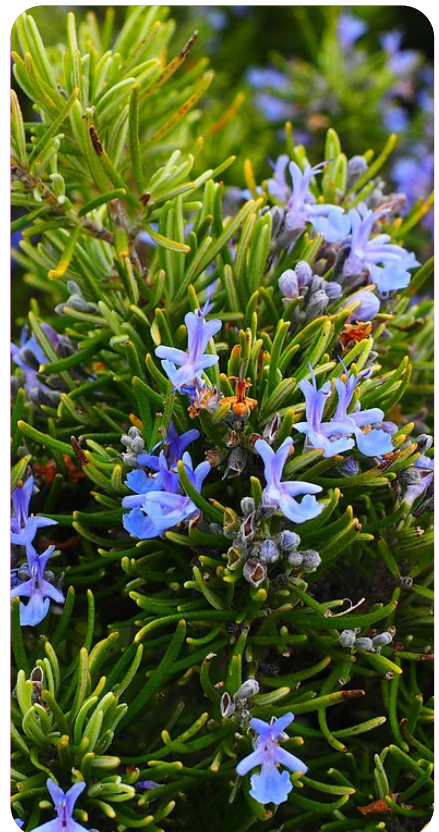
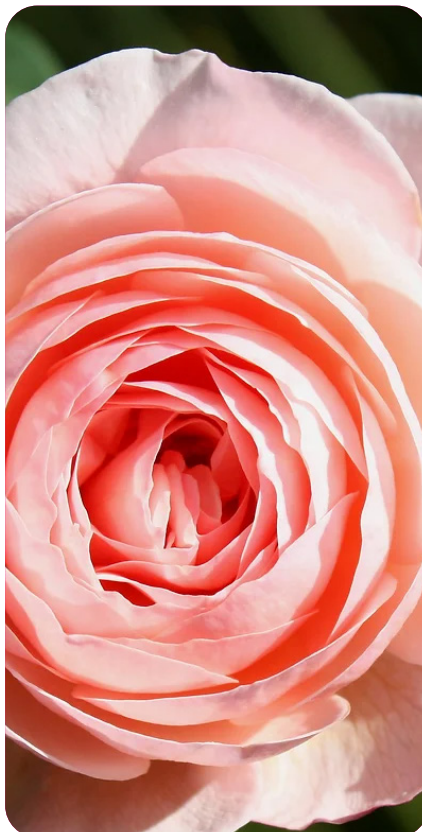
Programme Curriculum

The first part of the programme is focused on the image of the healthy human being both from a conventional and an Anthroposophic point of view. Following that, the dynamics of health and illness in its varying manifestations will be studied. During the two and half year's learners learn the basic forms of Rhythmical Massage Therapy and then deepen these massage movement skills qualitatively by learning how to transform the archetypal forms to suit specific illnesses.

The curriculum is comprised of:

- Rhythmical Massage: Practical sessions of learning the techniques and its applications.
- Medical studies: Building on natural scientific approaches to human anatomy and physiology and biology, a more living and spiritual view of the human body is developed. Subjects include Study of all the main systems and inner organs of the body; man as a three-fold and four-fold being in relation to the nerve-sense system, rhythmic system and metabolic system, and their relationship to thinking, feeling, and willing; the four elements, the twelve senses, the seven life processes and embryology.
- Written assignments and oral presentations (Inter-modular essay)
- Case Studies
- Medicinal plant studies and the knowledge of medicinal substances, including aromatic oils.
- Introduction to external applications and hydrotherapy.
- Anthroposophic studies to extend and deepen a cognitive understanding of the human being. Including aspects of Inner Path work and development.
- Professional and personal development.
- Artistic media/exercises.

See also Appendix A for details.



Programme Content

The programme consists of learning in the following areas:

Human physiognomy, anatomy and physiology

Skeletal system, muscular system, endocrine system, lymphatic system, integumentary system, nervous system, central nervous and autonomic systems, rhythmic system, respiratory and cardiovascular systems, metabolic limb system, digestive, urinary and reproductive system.

Anthroposophy and medicine

Four elements, four ethers, threefold and fourfold human being and the laws of polarity rhythm, anabolic / catabolic principles, principles and tendencies relating to inflammation and sclerosis, translation of observations i.e. threefold and fourfold diagnostic assessment, case conference style discussions, seven life processes, seven planets, seven metals, twelve senses, organs, embryology, child development, different illness pictures, concept of health, concept of illness, salutogenesis, inner path of the therapist, self-knowledge.

- Respiratory disorders (asthma, chronic obstructive pulmonary disorder),
- Sleep related problems (chronic fatigue, insomnia),
- Cardiovascular related disorders (high and low BP [blood pressure], venous and arterial complications, deep vein thrombosis, cerebra vascular attack, angina, circulatory problems, etc.), Lymphatic system, (oedema, congestion, inflammation),
- Musculoskeletal and nerve degeneration disorders (Multiple Sclerosis, Parkinsons, osteo and rheumatoid arthritis, auto immune disorders), paralysis (post CVA/stroke, accident/ trauma, birth i.e., cerebral palsy),
- Generalised disorders relating to the Back, incl. neck, head and shoulders, lower body and limbs, Digestive tract disorders (Crohn's, Coeliac, gastric and duodenal ulcers, constipation, irritable bowel syndrome, eating disorders),
- Stress and anxiety (migraine, psycho somatic presentations, shock experiences, obsessive compulsive disorder),
- Skin related problems (eczema, psoriasis, urticaria, knowledge of commonly seen skin anomalies for early recognition and Dr general practitioner referral),
- Cancer care, at differing stages of treatment and progression,
- Mental health (anxiety, depression, bi-polar disorder, psychosis, neurosis, obsessive compulsive disorder, eating disorders, trauma, epilepsy, autism).
- Developmental problems and Learning difficulties.

Bibliography of Reading and Study Material

See Appendix B indicating compulsory and recommended books and articles.

Plant observation and learning about healing oils

External applications and treatments, hydrotherapy such as footbaths, arm baths and whole-body baths, compresses and poultices.

Artistic Work

Group session with Eurythmy and Artistic practice (clay, drawing, etc)

Aspects of illness pictures and themes discussed and worked with in practice.

Enabling the learning of the main components of movement sequences and qualities pertaining to RMT such as effleurage, lemniscates, one and two hand kneading, airy kneading, frictions, combinations and qualitative differentiation of techniques employed.

Practice of RMT

- Back treatments (prone and in sitting positions)
- Back related disorders (spinal problem, i.e Scoliosis, kyphosis, Sciatica)
- Arms and hands (supine and sitting positions)
- Legs (prone upwards, supine upwards and downwards)
- Variations on working with the calves
- Hip treatment (Post op and generalised circulatory problems)
- Knee treatment (Post op and generalised circulatory problems)
- Abdominal work (including the sympathetic movement, the chalice movement)
- Head massage
- Organ embrocations/ Rhythmical Einreibung (liver, spleen, bladder, kidneys, heart)
- Lemniscate treatments
- Pentagonagram treatments
- COPD (Asthma)
- Paralysis
- Constipation
- Cancer and its care
- Sleep disorders
- Muscle and Nerve degeneration
- Circulatory problems, Disorders associated with young children
- Caring for the Elderly

Inner Path of Development

Consideration, discussion and examination of some Rudolf Steiner's Knowledge of Higher worlds, exploring terminology and an experiential approach to understanding the whole human being.

Goethean Methodology

When following Goethe's approach to scientific knowledge, it is a process of phenomenological experiential observation. The experience is one of entering into a dimension that is in the phenomenon, it is perceived through the senses and the mind, when the mind functions as an organ of perception. To see that which is being observed holistically instead of placing in analytic relationship; thereby a dwelling in the phenomena allowing this (the phenomena) to become fully visible.

“Insofar as he makes use of his healthy senses, the human being is the greatest and most precise scientific instrument that can exist.”

J. W Goethe

Skills Relevant to Employability and Personal Development

The skills relevant to employability and personal development of the training are:

The training provides a format of continual assessment on all subjects covered. As well as a sound knowledge of anatomy and physiology, the learner must demonstrate a thorough grasp and understanding of the Rhythmical Massage Therapy technique and its remedial applications.

In the light of continual assessment, each learner's work is reviewed at the **end of every module of** training. Constituting part of the individual review meetings, there will be assessment and discussion in the main areas of:

- **Massage technique**
 - **Anthroposophic and natural scientific health studies**
 - **Therapeutic attitude**
 - **Personal journey development through training**
 - **Attendance and participation**
 - **Capacity for independent learning**
 - **Oral, written and presentation skills.**
 - **Leadership ability and the capacity to work effectively as a member of a team.**
 - **Ability to respond creatively to the needs of a situation.**
 - **Self-reflection and motivation for continuing personal and professional development**
- Assessment/Assignments**

Ancillary Subjects

These subjects are part of every learner's all-round education in RMTT. They are offered as regular subjects and contribute to the capacities of the learners.

Examples

- **Cultural Subjects**
- **Arts Practice**
- **Anatomy and Physiology**
- **Goethean Science: introduction to his method and practice in observation**

The programme operates with a number of different types of Assessment/Assignments including:

Learner Journal

Learners are required to take their own notes from lectures, demonstrations and maintain their massage practice journals including reflection on their experiences during massage practice. Reflective journaling forms an integral path in the overall learning process and assessment protocols.

All the subjects taught have a strongly experiential character with a dynamic emphasis on self-development through observing and reflecting both experience and content. Learners are encouraged to become self-directed in their learning and adopt an attitude of active researchers.

Practical

Continuous assessment during each practical session and throughout whole training. Tutors supervising each practical massage session will give oral or written feedback as appropriate. Programme Tutors continuously assess levels of acquired competence in the application of the massage skills while identifying with the learner, the implementation of core qualities essential to Rhythmical Massage Therapy.

Assignments will be marked for the following:

Theory

At the end of each module, learners are given a written assignment (intermodular essays) in the form of an essay based on one of the medical themes of that recent module. The theme should be agreed in advance with the tutors and handed in during or before the first week of the next module. The assignment should include the main elements dealt with within the relevant teaching session and additional material chosen by the learner. Personal reflection on the topic is encouraged as well as good presentational style. Artistic elements, visual or literary are optional, albeit encouraged. Two copies should be submitted. One will be returned to the learner and the other placed in the RMTT UK library. The assignment should be not less than 1000 words and not more than 2500.

Presentation

It helps protect the work if presented in a plastic cover with a transparent front. There should be a title page, which should include the theme title, the learner 's name, a word count, the name of the programme, the module and year of the programme and date submitted.

Referencing

All information cited and used in your assignments or essays, whether published, or unpublished, must be referenced to

- **Prove that your work has a substantial, factual basis.**
- **Show the research you've done to reach your conclusions.**
- **Allow your readers to identify and retrieve the references for their own use.**
- **Acknowledge other authors ideas.**

The full details of each source must be given including:

Author(s) name(s); Title; Edition; Publication details

Example: Steiner, Rudolf. Knowledge of Higher Worlds: How is it achieved?
Sixth revised Edition, London; Rudolf Steiner Press 1969.

If possible, it should be typed using a word processor. Pages with colour diagrams or illustrations should be colour photocopied. Handwritten pages will require photocopying.

- **Adequacy of description of natural scientific aspects when relevant**
- **Adequacy of description of spiritual scientific or Goetheanistic scientific aspects when relevant**
- **Personal reflections, original thought and good presentation.**

All marked assignments will be returned by the end of the corresponding module. Learners will receive written feedback from the programme tutor for these essays.

Weekly review

A brief review of the week takes place at the end of each week during each module. Tutors and learners may give individual or group feedback during this time. The core tutors are continuously available and open to discuss any questions or concerns.

Learner review

Learners have individual reviews with the main programme tutors every two modules. Each learner will have 3 individual reviews over the two-year training. When necessary, extra review conversations will be implemented.

These reviews will include the learner's self-assessment and tutor feedback and will be recorded in writing. Learners may be asked to write a self-assessment report in preparation to a review

Writing self-assessment reports: At the top of each page, give your name, year and term (e.g. name, year 2, module 1) and date of report (day, month, and year). In the report you should aim to give a picture of your experience of the programme so far, on the challenges you have faced and the progress you have made. Go through each subject, stating what you perceive are your strengths and weaknesses. Conclude with a summary. Take notes after or during each tutorial and review. This will help you summarise your process.

First year project

In the 1st year, learners choose one therapeutic/medicinal plant. Learners are asked to keep a year's journal documenting this study starting from that point in time and following a whole year's growth cycle. An oral presentation of the project, including journal work and artistic portfolio, is given in the first module of the 2nd year.

Practice - In between modules

Learners are encouraged to practice the skills they have learned on consenting family and friends who have no known illness or health complications. Learners are asked to give Massage Feedback Forms to anyone they practice on between modules. These forms need to be returned to the RMTT programme directors for assessment.

Case Studies:

Following module four, learners will document case studies in between each module, (including the intermodular essays). The learners are required to submit written notes and give oral class-based presentation of one these case studies. The case study work is assessed and given individual written and oral feedback.

Between module 4 and 5, three case studies min of 4 sessions each.

Between module 5 and 6, one of the original 3 case studies, taken forward for a total of 8 sessions.

Between module 6 & 7, two case studies of two sessions each.

Between module 7 & 8, one long case study of 6 -8 sessions, 2 case studies minimum of 2 sessions each, plus preparation for the oral presentation of one case study (15 minutes including questions and discussion).

There will be feedback forms included, please see **Appendix G**

Final exam

Learners are given an anonymous case study that they must diagnose and treat.

Learners should be able to demonstrate orally their understanding of the case study as well as how to treat it. Learners must write brief notes regarding their understanding of given case study, outlining indications and if relevant contra indications. Learners must then demonstrate aspects of the treatment in the classroom environment and provide a written summary of the treatment.

End of Training

Learners are asked to complete an End of Training Feedback Form to give complete training feedback.

Submission Deadlines

It is important that learners respect the given deadlines for submission of programme work and Assessment/Assignments. Late submission may lead to a mark: fail of the Assessment/Assignment. Extenuating circumstances will be taken into consideration provided that learners complete and submit the relevant form (see appendices). Assessment/Assignment and submission timetables will be available at the beginning of the first term.

Attendance

The training is modular, and learners are expected to follow the complete timetable. In exceptional circumstances, special arrangements may be agreed between the learner and the programme directors. Such agreements will then be written, signed and kept in the learner's file.

The following are the RMTT's attendance requirements:

- **Learners are required to attend at least 80% of the programme. An attendance level below 80% is considered insufficient to meet the programme requirements.**
- **Learners who miss more than 20% will be asked to repeat the subject or complete additional work as set by the tutor.**
- **Learners are asked to be in time for classes.**

Attendance will be monitored throughout the training and used in the overall assessment at the end of the year. An attendance level below 80% is considered insufficient to meet the programme requirements.

The tutors will take into account extenuating circumstances provided that the learner complete and submit the form 'Extenuating Circumstances' (**Appendix: E**). Doctor's notes should be included.

Examples of Extenuating circumstances that may be considered are:

- **Long-term illness or chronic conditions**
- **Severe mental or emotional problems during the training**
- **Traumatic event and emergencies**

Upon receiving the form, the tutors may wish to meet with the learner. Following the meeting, the Panel will decide if the learner can progress to the next year. In some cases certain conditions may be stipulated. These may include extra programme work or attendance. It is in the tutors' best interest to help learner's progress.

Assessment and Progression

The learner will be allowed to progress through the programme if the tutors recognise that he/she has met the standards and requirements at each review.

Qualification and Graduation

Upon successful completion of all assignments and the meeting of all assessment criteria, the learner will achieve a Diploma recognised by the Rhythmical Massage Therapy Association in the UK and Eire and by the Medical Section at the Goetheanum, Dornach, CH.

The individual is then required to become a member of the RMTA. (Rhythmical Massage Therapy Association UK); which as part of the statutes require that each practicing member attend Continual Professional Development (CPD) courses and workshops. Each individual who intends to continue to work and practice Rhythmical Massage Therapy must seek professional Indemnity Insurance.

Qualifications and Job Prospects

Within the UK and Rep of Ireland, graduated students can expect work in a medical practice and their own private practice. Overseas, students may require prior state-relevant physiotherapy or remedial massage registration, depending on their countries' regulations.

Code of Ethics

The RMTT UK practices out of a code of ethics that we believe provide a secure framework for learners, tutors, and staff. The code of ethics has three main aspects: boundaries, competence and practice.

Boundaries: The RMTT advocates the setting and maintaining of appropriate boundaries in all relationships. This includes sensitivity regarding confidentiality and anonymity, sexual expression, status and/or authority and vigilance against inappropriate dependency.

Competency: All tutors and staff should monitor and take responsibility for their own competence and maintain and improve skills with further study, training, supervision, counselling, etc.

Learners should monitor their own well-being during the training and seek out appropriate support when needed.

Practice: The RMTT encourages full participation in processes on the part of all members with sensitivity and consciousness to all working/studying relationships. Clear communication, effective exchange of information and interpersonal respect is the key to healthy practice.

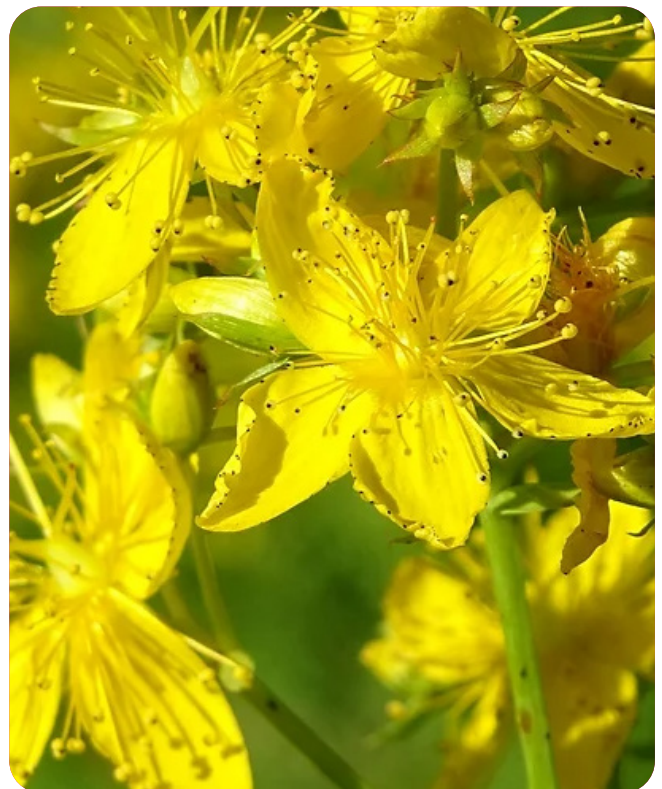
Reverence: A reverence for the human body from the first point of contact to the last is required of all learners and tutors and is fundamental to the ethos of the RMTT.

Dignity: Patients should at all times be treated with respect and dignity. Clients/patients are always covered while receiving treatment and only areas being worked on are uncovered.

Warmth: A client/patient's warmth forms the most important aspect as it is the bridge between the body and the spirit.

“Since warmth is the body of the ego, paths of warmth are needed in order to enable the ego to appear everywhere in the organism as giver of equilibrium, as highest resource for the humanization of all processes.”

Margarethe Hauschka



Confidentiality

The maintenance of confidentiality is an important part of any therapeutic engagement. With regard to privacy and discretion on the course the boundary will be the course itself.

Tutors will discuss learner's progress in the various components of the course. In some instances, tutors may discuss issues relating to the course with another tutor or their personal mentor. For assessments individual learners may be discussed by the tutors at periodic reviews. This will only involve matters directly relating to the assessment. Outside of these parameters tutors will exercise strict confidentiality. This practice is in the best interest of the learners' personal and professional development.

Regarding patient and fellow learner confidentiality, the boundary for learners sharing personal information will likewise remain with their tutor or a personal mentor.

With respect to the practice of massage on their fellow participants and/or clients, learners should at all times be mindful of privacy and discretion.

All participants will exercise strict confidentiality and seek to cultivate sound ethical judgment and professional integrity.

Quality Assurance:

The Rhythmical Massage Therapy Training is committed to maintain vigorous and consistent quality standards, which include continuous internal assessment and external quality assurance processes.

RMTT's Obligations

The RMTT will provide you with the tuition and learning support associated with your programme, subject to these conditions, with reasonable care and skill. The RMTT will make all reasonable efforts to deliver your programme as described in the prospectus for the appropriate academic year.

However, the RMTT must manage its resources efficiently and shall be entitled:

- **To alter the timetable, location, number of classes and method of delivery of your programme, provided such alterations are reasonable;**
- **To make reasonable variations to the content and syllabus of your programme;**
- **To discontinue your programme (for example, because a key member of staff is unwell or leaves the school);**
- **Not to provide your programme, or to combine it with others if the RMTT reasonably considers this to be necessary (for example, because too few learners apply to join the programme for it to be viable).**
- **The RMTT will tell you at the earliest possible opportunity;**
- **You will be entitled to withdraw your application by telling the RMTT in writing;**

In the unlikely event that the RMTT discontinues or does not provide your programme or changes it significantly before it begins:

- **The RMTT will make an appropriate refund of tuition fees and deposits you have paid.**

The Learner's Obligations

You must comply with your obligations under these conditions and, in accordance with any reasonable instructions issued to you from time to time by or on behalf of the RMTT, you are required to:

- **Attend compulsory lessons, practice sessions, programmes, tutorials, examinations and other activities which form part of your programme, subject to absence for medical or other agreed reasons;**
- **Submit by required deadlines programme work and other assignments required for your programme, subject to exceptional circumstances such as illness;**
- **Reach the level of academic and practical attainment required for your programme tutors;**
- **Behave appropriately while on the RMTT's premises;**
- **Be adequately prepared for any activity which you are required to undertake as part of your programme outside the RMTT, at all times conducting yourself in a proper manner;**
- **Comply with any professional standards applicable to your programme;**
- **Provide the RMTT with an emergency contact name and details which the RMTT may use at its discretion;**
- **Notify your tutors of any changes to the information that you have submitted on application or enrolment; for example, if you change your address.**

RMTT's Liabilities

RMTT cannot accept responsibility and expressly excludes liability, for:

- **Any loss or damage to your property, including damage to any motor vehicle or cycle, while on premises, unless caused by the negligence.**
- **Any personal injury or fatality suffered by you, unless caused by the negligence.**

Financial Information

Fees

The full cost of the Programme is £9500

Following acceptance onto the programme, you will be asked for a non-refundable deposit of £500 within 14 days of acceptance. This serves to secure your place on the course, and it will be credited towards your tuition fees.

Your payment options are as follows:

Option 1: £9000 (£9500 with a reduction of £500) if paid upfront at time of acceptance.

Option 2: £9500 with a payment plan of £500 deposit and three equal payments of £3,000.

- 1st Payment by 3rd February 2024
- 2nd Payment by 16th December 2024
- 3rd Payment by 16th December 2025

Refund and Cancellation Policy

If you cancel the course booking within 14 calendar days of receiving your acceptance confirmation, any payment made will be refunded in full, up until 60 days prior to the start of the course; thereafter there are no refunds.

Special consideration will be given in cases of illness confirmed by medical evidence.

Cancellations received after the 14-day cancellation period and earlier than 60 days before the start date of the course will receive a refund of any fees paid minus the Deposit. Thereafter there are no refunds. There are no refunds for missed days or modules.

If you apply within 14 days of course start, any cancellation within 14 days of acceptance confirmation (provided that there has been no attendance or access to resources) will be entitled to a full refund, in line with Consumer Protection Legislation.

If the course has started within this 14 day notice period, you may be liable for those days attended.

If you have had a payment plan agreed by the course registrar, the above cancellation policy applies.

Should you wish to leave prior to the end of the course:

- You must make your cancellation in writing by email to registrar@emerson.org.uk, and to the Course principal & tutor: ainelandweer.cooke@gmail.com and gopaulshashi17@gmail.com
- Any instalments due prior to you communicating your wish to leave will not be refunded.
- If you do not communicate your wish to leave before the instalment dates for the upcoming year (2nd year - 16th December 2024, 3rd year - 16th December 2025), you will be charged the fee for that year.
- Should you leave prior to the end of the course and you have paid upfront for the full course, you will not receive any refund of your fee. However, you will be offered to rejoin for the next intake.

Help with payment of fees and materials

Means tested bursaries are available for this course on a first come - first served basis. If you wish to be considered for a bursary, please contact **Chiara Carones** at: registrar@emerson.org.uk

Loans

The Godparents Association may be approached for loans in the second year of the training. Applications need to be made by the end of February in the previous academic year.

Further information can be obtained from: <https://gatf.org.uk/loans-for-tuition-fees/>

Accommodation

Accommodation is available at Emerson College and rooms are also available to rent from friendly locals who are known to Emerson College. Please ask Emerson College for details.

You can book your room and meals online at www.emerson.org.uk

Learner Support and Guidance

The support system for students on the training is a combination of peer and tutor support. There will also be mentored guidance. Tutors and Assistants are available throughout the training modules for ongoing support during term times and students are encouraged to ask questions if needed.



Appendices

A: Course Structure and Overview

B: Bibliography

C: RMTT Contact Details

D: Statement of Understanding

E: Extenuating Circumstance Form

F: Program Evaluation Form

G: Client Feedback Form

H: Training Evaluation Form

Module	Course Structure and Overview
<p>Module I: 3rd – 12th Apr 2024</p>	<ul style="list-style-type: none"> ● Four elements, Four kingdoms of Nature, Four organs ● Qualitative anatomy ● Basic understanding of health & Illness ● Introduction to Rhythmical Massage Therapy, as indicated by Dr Ita Wegman ● Brief Biography of Dr Ita Wegman and Dr Margarethe Hauschka ● Teaching and learning methods in terms of hands-on practice (3x) ● Qualities of touch ● Introduction to Goethean Observation (Plant Study) ● Outline inter-modular Essay criteria. ● Primary movement sequences and qualities in Rhythmical massage therapy, RMT, will be learnt and practiced. We will at varying stages be working at varying body parts, for eg Back, Legs, Arms, Head, chest and abdominal regions (including hands and feet) As the course and module progress, we will accompany this with further differentiation of RMT principles, movement sequences and qualities. ● Invariably covering themes of the modules. ● Introduction to elements of external applications and hydrotherapy. ● This component of the learning will accompany the training throughout being topic or case specific
<p>Module II: 30th Sep – 8th Oct 2024</p>	<ul style="list-style-type: none"> ● 2-Fold: Polarities in Nature Polarity in Health and Illness ● Nerve-sense system, Metabolic-limb System. ● Exploring principles of catabolism & anabolism ● Plant observation - Goethean Study choosing a plant study for project. ● Introduction to elements of external Applications and hydrotherapy ● Making a plant study for project. ● Principles of: Digestive tract Disorders ● Stress and anxiety ● Sleep related disorders
<p>Module III: 6th – 15th Nov 2024</p>	<ul style="list-style-type: none"> ● 3 fold: Tria- Principia ● Metals and Plants ● Rhythmic System, ● Formative principles as perceived through embryology. ● Skin ● Exploring respiratory and circulatory principles ● COPD) Asthma Cardio- vascular related disorders (High and low Blood pressure) ● Plant Study
<p>Module IV: 17th – 28th Feb 2025</p>	<ul style="list-style-type: none"> ● Principles of Inflammation and Sclerosis ● Principles of the Immune System, auto-immune disorders ● Rheumatoid arthritis, Osteoarthritis ● IBS, Parkinsons disease, MS, and diabetes ● 7 life processes ● Practice, Study of the Invisible Man lecture study (RS) ● Introduction Case Study
<p>Module V: 23rd Apr – 4th May 2025</p>	<ul style="list-style-type: none"> ● Mental Health; Common Psychiatric Condition Further in-depth study of metrological organs looking at psychosomatic conditions. ● Principles of Anxiety, OCD, Bipolar Disorder, Epilepsy ● Autism Childcare developmental problems, learning difficulties

Module	Course Structure and Overview
Module VI: 15th – 20th Oct 2025	<ul style="list-style-type: none"> ● Musculo skeletal Disorders ● Spinal disorders ● Pain Management ● ABI and CVA Stroke ● Elder care
Module VII: 26th Nov – 1st Dec 2025	<ul style="list-style-type: none"> ● Endocrine glandular system ● Principles of Chronic and auto-immune conditions: ● Thyroid ● Sexuality & Gender Gynecology ● Diabetes ● Practice, aspects of The Bridge lectures* study ● Oral Plant study Case Presentation
Module VIII: 16th – 27th Feb 2026	<ul style="list-style-type: none"> ● Lymphatic System ● Cancer care ● Destiny and Karma ● Practice management, ethics and business plan ● Oral Case study Presentation, ● End of life care
Module IX: 8th – 17th Apr 2026	<ul style="list-style-type: none"> ● Health & Illness, salutogenesis ● Inner path of the therapist and self -knowledge ● Extend and deepen of cognitive understanding of human being. ● Understanding and working on case reports ● Deepening and understanding of the 12 senses
Module X: 7th – 16th Oct 2026	<ul style="list-style-type: none"> ● Deepening of Health Illness ● Constitutional principles ● Brief Biography of Rudolf Steiner, and Ita Wegman ● Introduction of Fundamental Study ● Exams and practice ● Review Repetition on practice where requested
16th October 2025	<ul style="list-style-type: none"> ● Graduation Day

Bibliography:

RMTT

Reading List

(ISBN, – other editions and translations may exist)

Main Compulsory Study Material:	
Bentheim, Tineke van	Home Nursing for Carers (0863155413)
Hauschka, Margarethe	Rhythmical Massage as indicated by Dr I. Wegman (0929979184)
Holtzapfel, Walter	The Four Organs (0906155363)
Dr L Lachens	Healing the Skin (9781902638917)
Marti, Ernst	The Four Ethers (0935690026)
Pelikan, Wilhelm	Healing Plants (0929979648)
Steiner, Rudolf	Healing the Skin (9781902638917)
Marti, Ernst	<ul style="list-style-type: none"> – The Invisible Man Within Us (1930051093) – Theosophy (1855841312) – The Bridge Between Universal and Physical Constitutions of Man (0910142033) – Wonders of the World (854403639) – Fundamentals of Anthroposophical Medicine

Recommended Readings:	
Evans M, Rodger I	Healing for Body Soul and Spirit (0863153062)
Fingado, Monica	Rhythmical Enreibung (9780863158339)
Hauschka, Rudolf	The Nature of Substance (1855841223)
Heiligttag, Hans-Richard	Anthroposophic Medicine and Therapies for Cancer (0929979397)
Husemann F, Wolff O	The Anthroposophic Approach to Medicine volume 1; 2; 3 (0880100311; 0880101741; 088010275X)
Kovacs, Charles	Muscles and Bones (0863155553)
Mees, L.F.C.	The Secrets of the Skeleton
Rolen J	Functional Morphology
Sommer, Markus	Healing Plants (9781782500575)
Steiner, Rudolf & Wegman I	Fundamentals of Therapy
Steiner, Rudolf	<ul style="list-style-type: none"> – Anthroposophical Spiritual Science and Medical Therapy (092997915X) – Education for Special Needs (1855840421) – Introducing Anthroposophical Medicine (0880104635) – Course for Young Doctors (0929979370) – Philosophy of Freedom (0855840820) – An Outline of Esoteric Science (0880104090) – How to Know Higher Worlds (0880103728)
Treichler, Rudolf	Soulways (1869680132)
Mosky's Colour Atlas and Text	Dermatology (0723424217)

Other Optional sources:	
Holtzapfel, Walter	– Children with a Difference (0906155487) – Children’s Destinies (0936132191) – Children’s Illnesses (0936132965)
Lievegoed, Bernard	– Phases (9781855840560) – Man on the Threshold (0650706264)
Steiner, Rudolf	True and False Paths in Spiritual Investigation (0854406409)
Girke Mattheus	Internal Medicine
Goerke Soldner	Internal Medicine
Rolf Heine	Anthroposophical Nursing
Adam Blanning	Understanding deeper developmental needs

Appendix C

RMTT Contact Details

Programme Director	Aoine Landweer-Cooke	aoinelandweer.cooke@gmail.com
Tutors: Principle tutor	Aoine Landweer-Cooke	aoinelandweer.cooke@gmail.com
Trainee Assistant	Shashi Gopaul Seedheeyan	gopaulshashi17@gmail.com
Registrar	Chiara Carones	registrar@emerson.org.uk
Applications and Interviews	Adrian Large Judy Wakeman	adriantwlarge@gmail.com judymwr@yahoo.co.uk

Visiting Lecturers:

Dr Michael Evans

Dr James Dyson

Dr. David McGavin

Dr. Frank Mulder

Artistic Groups:

Art Therapist: Maria Albiez mtalbiez8@gmail.com

Eurhythmy: Katherine Beaven katherinemove2heal@gmail.com

In addition to the main lecture and training programme there will be evening lectures and seminars led by various contributors. Some are listed here, others will be confirmed later.

Rev. Christopher Marcus cjmarcus1@icloud.com

Appendix D

Statement of Understanding

I have read and understood the content of the RMTT Learner Handbook and agree to adhere to the principles and policies as specified herein.

Name:

Signature:

Date:

Please submit to your named RMTT contact person.

Appendix E

Extenuating Circumstance Form

This form must be completed and submitted by the learner within seven working days of the units/pieces of work.

Learner name:

Please indicate why the form is being completed (tick appropriate box or boxes):

- Explanation for absence from an examination/assessment
- Claim for extenuating circumstances to be taken into account when an assessment has been attempted.
- Request for extension to dissertation/project/coursework deadline

To be completed by a faculty member

I confirm that I have seen or spoken to the above-named learner regarding the extenuating circumstances:

(signed and dated by faculty member)

Nature of circumstances

Please state the nature of your extenuating circumstance with documented evidence below. Note that forms which are not fully completed and without the required evidence will not be considered.

Appendix E

Personal statement

What units/pieces of work have been affected? Please state below what effect your extenuating circumstances have had on your performance.

Units affected

Unit Title	Assessment Period	Original Deadline or date of examination	Proposed course of action

Learner Signature:

Date:

Appendix: F

Programme Evaluation Forms

Programme completion and evaluation form

Programme title	
Name of learner (can be left blank)	
Name of programme tutor(s)	
Name of mentor(s)	

Use the boxes below to tell us about your experience of the programme:

1. Evaluation of the programme
2. Experience of Mentoring
3. Suggestions/comments
4. Date

Appendix: G

Client Feedback Form

Thank you for taking the time to provide feedback on your recent massage experience. I appreciate your honest feedback as I continue to improve my practice and work to create the best client experience possible.

5 = Excellent

4 = Good

3 = Average

2 = Fair

1 = Poor/Disagree

	Please circle score					Comments
The appointment -making process was easy and convenient	5	4	3	2	1	
The discussion before the session was thorough and my therapist listened to my needs, answered my questions and we created the treatment plan together.	5	4	3	2	1	
Therapy room temperature was comfortable	5	4	3	2	1	
I felt warm relaxed after the treatment	5	4	3	2	1	
My massage therapist was professional, friendly, and knowledgeable	5	4	3	2	1	
My massage therapist started and ended the session on time.	5	4	3	2	1	
The treatment that I received throughout the planned sessions was effective at meeting my treatment goals and exceeding my expectations.	5	4	3	2	1	
I felt comfortable throughout the entire session(s) (e.g., correct positioning, stayed warm etc)	5	4	3	2	1	
The draping was appropriate, secure, and comfortable throughout the entire session	5	4	3	2	1	

Appendix: H

Training Evaluation Form

Name:

Date:

Training Location:

Module:

Workshop:

Please tick accordingly

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Module was relevant to my needs and was clearly defined					
Module met my expectations					
Participation and interaction were encouraged					
Materials provided were helpful					
Length of module was sufficient and easy to follow					
Content was well organised					
Instructions were clear and easy to understand					
Lectures met my expectations and was comprehensible					
The presenters were effective and knowledgeable about topics and discussion					
Objectives were met					
Meeting room (Mentoring) and venue and facilities were adequate and comfortable					

Thank you for your time



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