



**EUROPEAN ACADEMY
for Anthroposophical Art Therapies (EA)**

**Handbook for the Accreditation of
Qualifying Anthroposophic
Art Therapy Schools**

July 2015

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1 Preface

The **European Academy for Anthroposophic Art Therapies** (*“European Academy”* or *“EA”* for short) is an association of international qualifying training or further training programmes.¹ The EA pursues the following aims:

- Sharing experiences and developing methods in the field of art therapy
- Assuring the quality of competences and their development in art therapy trainings
- Promoting research.

The European Academy is recognized by, and sees its work in relation to, the Medical Section of the School of Spiritual Science at the Goetheanum (Dornach, Schweiz)².

Anthroposophic Art Therapy has various specialist fields:

- Painting, drawing, modelling and sculpting
- Music and singing
- Speech and drama.

The European Academy sees as its main task the teaching and further development of these forms of therapy and their deepening through research.

This handbook describes the process of quality assurance.

Accredited qualifying schools share comparable quality standards, which are assessed in accordance with the individual specialization based on a list of competences³. The EA List of Competences derives from the International Professional Profile of Anthroposophic Art Therapies⁴. Anthroposophic Art Therapy schools relate furthermore to the professional profiles in the various countries and the competences specified therein.

The EA sees Accreditation as a mutual process of quality development, a binding equality-based cooperation that allows for shared learning and opens up new opportunities for taking action. The List of Competences constitutes the basis for the evaluative process of mutual accreditation. The accreditation of qualifying schools is carried out by the European Academy as an organ of the Medical Section.

The accreditation of schools serves a number of purposes and helps

- students or candidates to choose a school
- schools wishing to assure training quality and staff competence
- schools working together on quality promotion
- the Medical Section’s cooperation with the EA
- professional associations with regard to the competences of their members.

Accredited EA membership cannot replace national accreditation. All schools are subject to the relevant national laws and conditions. These laws and conditions form the foundation for schools to seek state-recognition for their training and their graduates. The accreditation process described here serves the mutual recognition of anthroposophical art therapy schools within the Medical Section of the School of Spiritual Science at the Goetheanum, and corresponds to the accreditation processes of other professional groups within Anthroposophic Medicine.

¹ Training here means any form of basic study course.

² See Appendix 1: EA Bylaws

³ See Appendix 2: List of Competences

⁴ See: International Umbrella Organization of professional associations for Anthroposophic Art Therapy (DAKART)
www.icaat-medsektion.net

Schools seeking accredited membership in the European Academy recognize the EA's Council, its Advisory Board⁵ and byelaws, and they agree to appoint a delegate to the Advisory Board once they have received their EA accreditation.

2 The Accreditation Process

2.1 Outline

Application

Schools seeking EA accreditation must apply in writing. They will submit all necessary accreditation documents to the European Academy's **(Re-)Accreditation Commission**⁶ (RAK) (see 2.2).

All documentation must be in English or German.

The RAK allocates auditors to the applying school and passes the application documents on to them. Before submitting their application, schools may wish to consult a mentor to advise them on the accreditation criteria and process.

Evaluation

Evaluation consists in

- Self-assessment: applicants collate documents that convey an overall picture of their school based on an accreditation questionnaire.
- Peer evaluation: the auditor visits the training centre to gain an impression of its way of working
- Evaluation of self-assessment and audit report by the RAK.

The necessary documents are listed in the **Questionnaire** (see Appendix 4).

The completed Questionnaire and required attachments must show that

- the school conveys the necessary competences to its students (as set out in the EA List of Competences)
- the curriculum offers a minimum of 3000 training units (@ 45 minutes), 1500 of which must be contact lessons
- the school has a successful examination structure based on its curriculum.

Documents prepared previously for other (national) recognition processes may be submitted as long as they correspond to the Questionnaire.

Schools applying for reaccreditation may submit former documents, if they are still valid, in conjunction with their updated papers.

The auditors examine the documents for qualitative completeness and, if necessary, ask the applying school for amendments or corrections.

Assessment and Assessment Report

⁵ The Advisory Board consists of representatives of the accredited schools. It meets at least once every year.

⁶ The (Re-)accreditation Committee is appointed by the Advisory Board and carries out the accreditation with the applying school.

At least one of the two auditors must attend a work meeting on the premises of the applying school. A personal meeting with the lecturers and students should be possible. Conversations will be conducted in accordance with the **Guidelines for Auditors** (see Appendix 5)

Based on the documentation submitted and the auditor's visit, the auditors write an **Audit Report** which is then sent to the applying school (see Appendix 6: Audit Report Form). The auditors discuss the audit report with the school, and as part of this process, adjustments can be made to the school's curriculum and structure in cooperation with the school. The time frame for this adjustment process is agreed with the auditors and documented.

The applying school and the auditors then adjust the Audit Report until a consensus is reached, and present the resulting report to Council. This report forms the basis for the recommendation to grant accreditation, grant accreditation on certain conditions, or withhold accreditation.

In addition to this procedure, the school presents itself at the EA conference in January⁷. This gives the Advisory Board the possibility to get to know the school and ask questions, before making its decision together with the Leadership of the Medical Section. The applying school will be notified of this decision in writing.

Accreditation Certificate

After successful accreditation the applying school will receive an EA certificate which entitles the school to use the following designation, also for its graduation documents:

This school is registered with the European Academy of Anthroposophic Art Therapies. It applies EA guidelines and is recognized by the Medical Section of the School of Spiritual Science at the Goetheanum, Dornach, Switzerland.

Once a school has been admitted, the school's representatives declare their readiness to work with the Medical Section by taking part in the meetings of the Advisory Board.

Accreditation is granted for a period of ten years, after which schools need to apply for reaccreditation. Schools which happen to be in a period of change after ten years can apply for an extension of up to two years.

Accreditation also expires when essential changes are made to the school's training concept, qualification of teachers, methods or conditions. In such cases a new application needs to be submitted.

A charge is due to cover the work of the RAK and the auditors (see Chapter 5: Fees).

⁷ Guidelines for the presentation of schools will be made available.

2.2 The (Re-)Accreditation process in 9 steps

1. Dispatch of application (EA Application Form) and required documents to the European Academy:
 - Completed Questionnaire with appendices (see Appendix 4)

Coordinator's address:

Simone Lindau
Poststr. 10
D – 79730 Murg

All documents must be submitted in duplicate: two hardcopies plus one electronic copy, with page numbers and in the order specified in the Questionnaire. (Please also number the electronic version in the order of the hardcopies, for instance 1) Application Form, 2) Questionnaire, 3) Extra Sheet to point... etc.).

2. Payment of accreditation fee into the EA training account.
Bank details:

Triodos Bank NV
Account holder: Stichting Europese Akademie Akt
BIC: TRIONL2U
IBAN: NL76 TRIO 0198552238

3. Examination of documents and quality check through the auditors.
4. The auditors visit the school.
5. Filling in of audit check lists and form. Drawing up of Audit Report which is then despatched to the school with the possible conditions (see Appendices 5 and 6).
6. Active feedback process between auditors and applying school.
7. Presentation of the school during the EA Conference at the **Goetheanum (see Appendix 7)**.
8. Recommendation for accreditation sent to the Council. The Council makes its decision in agreement with the Medical Section leader.
9. Written confirmation of the accreditation is sent to the applying school. The school receives a certificate. The EA receives a final version of the school's documentation in electronic form.

The accreditation process tends to take at least one year and may take longer in individual cases, depending on the completeness of documents, the outcome of the audit and the feedback process.

3 Qualification of Auditors

Two auditors are appointed for each accreditation process: one EA training instructor from the relevant professional field plus a second auditor.

The auditors are able to assess a school's subject-specific, educational and medical-scientific qualification and its teaching staff.

All auditors should have undergone training to carry out accreditations of art therapy schools within the Medical Section.

They are experienced instructors working in recognized schools and competent in their specific subject, the relevant medical-therapeutic field and adult education.

4 Fees

The RAK is funded through the fees charged for accreditation. This fee must be paid into the EA account as soon as the required documents have been dispatched.

Travel costs and expenses for mentors and visiting auditors are paid by the applying school. If a school withdraws its application it has to immediately inform the European Academy of this decision. The fee still applies. The basic fee for a first accreditation is EUR 980, additional charges may apply depending on each case.

At present, the basic fee for reaccreditation is EUR 480.

5 Arbitration

In case of a conflict an Arbitration Commission acceptable to both parties is appointed. This Commission establishes its own way of proceeding. The outcome of the arbitration process is binding for both parties.

6 Appendices

- 1 EA Bylaws
- 2 List of Competences
- 3 Application form
- 4 Questionnaire
5. Guidelines for auditors
- 6 Audit report form
- 7 Guidelines for the presentation of schools

1 EA Bylaws

Foundation:

Today, on 5 January 1996, appeared before me, Marie Alexander van Rijn, lawyer and notary in Zeist, Mr Theodorus Wilhelm van Zantwijk, teacher, born in Amsterdam on 23 June 1943, married, a resident of Veenendaal, 3904 NN, Regge 12; national passport number 152514 W, mandated by the following institutions:

1. "Gemeinschaft zur Förderung Heilpädagogischer Maltherapie e.V.", Berlin, Germany;
2. "Hibernia School of Artistic Therapy", Stroud, Gloucestershire, Great Britain;
3. "Fördergemeinschaft der Künstlerischen Therapie e.V.", Blaubeuren, Germany;
4. "Trägerverein Künstlerisches Therapeutikum Hamburg e.V.", Hamburg, Germany;
5. "Alanus Hochschule und Bildungswerk GmbH", Bonn, Germany;
6. "Musiktherapeutische Arbeitsstätte e.V.", Berlin, Deutschland:

The applicants declared their wish to form a foundation governed by the following bylaws:

Name, domicile, duration:

Article 1

1. The name of the Foundation shall be "**Stichting Europese Akademie voor Antroposofische Kunstzinnige Therapien**" ("**European Academy for Anthroposophic Art Therapies**")
2. Its legal domicile is Zeist, Holland
3. The Foundation is formed for an indefinite period of time

Aims:

Article 2.

1. The Foundation aims to promote training and research in the art therapies in Europe.
2. The Foundation tries to achieve this by
 - a. promoting and maintaining the cooperation of art therapy schools;
 - b. pursuing and monitoring quality standards of training, diplomas and certificates;
 - c. coordinating curricula on the basis of an international List of Competences;
 - d. sharing knowledge and experience;
 - e. promoting recognition and the professional practice of art therapists;
 - f. employing all available legal means to achieve these objects.

Funds:

Article 3.

The Foundation is funded through contributions from members, income from activities, donations, legacies, and similar income.

Membership:

Article 4.

1. Membership in the Foundation is open to European art therapy schools⁸.
2. The Foundation was established with the following members:
 - ALANUS HOCHSCHULE der Künste, Fachbereiche Künstlerische Therapie, located in Alfter near Bonn, Germany (ALANUS Hochschule und Bildungswerk GmbH);
 - ANNY-VON-LANGESCHULE, Fachschule für Musiktherapie a.a.G., located in Hamburg, Germany (legal entity: Künstlerisches Therapeutikum Hamburg e.V.);
 - ARTABAN Schule für künstlerische Therapie, located in Berlin, Germany (Gemeinschaft zur Förderung Heilpädagogischer Maltherapie e.V.);
 - SEMINAR FÜR KÜNSTLERISCHE THERAPIE, located in Blaubeuren, Germany (Fördergemeinschaft der Künstlerischen Therapie e.V.);
 - MUSIKTHERAPEUTISCHE ARBEITSTÄTTE e.V., Berufsausbildung zum Musiktherapeuten a.a.G., located in Berlin, Germany;
 - HIBERNIA SCHOOL OF ARTIATIC THERAPY, located in Stroud, Gloucestershire, Great Britain;
 - STICHTING ACADEMIE DE WERVEL, located in Zeist, Holland.
3. The Council decides on the admission and withdrawal of members based on the recommendations of the Advisory Board.
Council decisions require the majority of all acting Council members, based on requirements which need to be met by training of the member in question.

Council:

Article 5.

1. The Foundation's Council consists of a minimum of three natural persons.
2. The Council appoints members on recommendation of existing members for a duration of three years; withdrawing Council members can once be directly reappointed.
3. If the number of Council members drops below the statutory minimum, the remaining Council member(s) will form a legal Council on condition that the empty positions are filled within eight months.
4. If the Council does not appoint new Council members, the Advisory Board can appoint them.

Article 6.

The Council elects from among its members a chairperson, a secretary and a treasurer and their deputies; the offices of secretary and treasurer may be held by one person.

Council meetings:

Article 7.

⁸ Since 2010 schools from around the world have been accepted.

1. The Council meets at least once every year, or more often if the chairperson **or** two council members consider this necessary.
2. Council decisions need a majority vote of all acting Council members.
3. The Council can make decisions orally or in writing, if all Council members decide in favour of the proposal in question.

Council responsibilities/representation:

Article 8

1. The Council is responsible for undertaking all legal acts; these include the acts stated in Article 291 paragraph 2 of Book 2 of the (Dutch) Civil Code.
2. In legal and other dealings the Foundation is represented exclusively by the Council, or by two Council members acting jointly.

Cessation of Council membership:

Article 9

Council membership ceases

- a. when the term of office comes to an end;
- b. with a member's resignation
- c. with a member's death
- d. when a member is voted out following a Council decision.

Fiscal year:

Article 10

1. The Foundation's fiscal year is identical with the calendar year.
2. The Foundation's account books are closed at the end of the fiscal year and the treasurer will provide a finance report showing the debit and credit situation for that year.
3. If the Council agrees on the finance report mentioned under 2. the treasurer will be discharged.

Advisory Board⁹:

Article 11

1. The Council appoints an Advisory Board consisting of members proposed for this role by other members.
2. The Council may add no more than two persons not representing a member to the Advisory Board.
3. The Advisory Board advises the Council whether or not the Council asks for advice.
4. Council and Advisory Board membership are mutually exclusive.
5. The Advisory Board meets at least once a year.
6. The Advisory Board appoints its own chair.
7. The Advisory Board decides with a majority of votes of all acting members on condition that all submit their vote in writing or by fax.

⁹ Consists of representatives (usually the heads) of all schools

Amendments to the Bylaws/dissolution:

Article 12

1. The Foundation's Bylaws can be amended and the Foundation be dissolved on unanimous decision of the Council.
2. The decision mentioned under 1. requires the agreement of the Advisory Board.
3. The decision to dissolve the Foundation includes the appointment of liquidators.
4. Any remaining funds will, if possible, be used for one of the aims set out in Article 2.

Arbitration:

Article 13

1. Any conflicts within the Council or the Advisory Board, or between Council and Advisory Board (including conflicts that are only seen as such by one of the parties involved), must be decided by an Arbitration Commission consisting of three persons, two of which are named by the two main opponents and the third by the Medical Section of the School of Spiritual Science (Dornach, Switzerland).
2. The Arbitration Committee decides how the conflict is to be dealt with and makes every effort to bring the conflict to an impartial and just conclusion.

Article 14

The Council decides in all cases not covered by these Bylaws.

The appeared is known to me, the Notary

Signed: T.W. van Zantwijk – M.A. van Rijn. b

2 EA List of Competences

Key competences

Revised draft for the EA, January 2010

1. Artistic competences
 - a. Use of musical/artistic tools based on experience, knowledge of the quality of the artistic tools and their elements, mastering of artistic means.
 - b. Experiencing and recognizing the qualities in phenomena of artistic expression.
 - c. The ability to carry out artistic exercises and transform artistic into therapeutic processes.
 - d. Playing / guiding and perceiving at the same time; ability to be present
 - e. Respect for the material and instruments.
2. Anthroposophic competence
 - a. Knowledge of the anthroposophic image of the human being and of anthroposophic medicine as a basis for therapy.
 - b. The therapist is trained to perceive physical, psycho-social and biographical aspects presented by the person seeking help. He is able to understand the client and his/her particular problem and to place specific phenomena.
 - c. The therapist deals with a variety of concepts of the human being, diseases, biographical phases, salutogenic aspects. He or she is able to integrate scientific views, with anthroposophy playing a central part.
 - d. The therapist is able to communicate about this in various contexts.
3. Establishing a perceptual image and art-therapeutic diagnosis whilst considering the artistic medium
 - a. Also possible in relation to various target groups, widely applicable, supporting/therapeutic.
 - b. Using one's own holistic perceptiveness to arrive at a characteristic image of the client or group of clients, based on the phenomenological research method.
 - c. Ability to make contact with the client or client groups.
 - d. Shaping the introductory conversation so as to create a protected/ trusting atmosphere for the clients.
 - e. Helping the clients to gain clarity in the conversation about their need for help or their questions, and agreeing with the clients a way of proceeding.
 - f. Conducting and documenting the initial conversation.
 - g. Recognizing and differentiating the signs of somatic, psychosomatic and psychiatric conditions, developmental disorders, biographical crises and group-dynamic questions.
 - h. Synthetizing the individual impressions into one overall picture.
 - i. Summarizing the client's appearance, artistic perception and possible outside information in order to establish the overall need for help.

- j. Establishing an art-therapeutical diagnosis.
4. Setting up a therapy plan and formulating the goal of the therapy
 - a. Recognizing what the clients need for their development as a basis for establishing a therapy concept.
 - b. Establishing a treatment concept based on musical/ artistically formative means. Modes and tasks are in line with the general therapy context offered by an institution (modular, part-time etc.), based on general treatment guidelines for clients which must correspond to the existing rules and regulations.
 - c. Justifying the choice of artistic techniques/ materials and artistic tools as part of a treatment concept.
 - d. Compiling a client file, documenting the initial conversation, diagnosis, reports from colleagues, sources of information, and storing these records in accordance with national rules and regulations.

 5. Accompanying and concluding the treatment process
 - a. Choosing and giving instructions for the tasks based on the art-therapeutic diagnosis/ perception of initial work.
 - b. Observing the process and describing the musical/artistic results.
 - c. Using the available means to create an atmosphere that is beneficial for a particular client or group of clients.
 - d. Using the available means to develop tasks in accordance with the treatment concept.
 - e. Guiding, supporting and evaluating the client's work. Reflecting on the therapeutic effect of short- and long-term treatments.
 - f. Intervening in appropriate ways during treatment. Flexibility during the therapeutic process. The therapist is trained to recognize what is needed in the moment and change the course of therapy if a particular situation requires this.
 - g. Adapting the treatment concept during the therapy process whilst making sure this is appropriate for the therapy and checking for contraindications.
 - h. Recognizing when additional treatment with another therapist is required and, if necessary, bringing the treatment responsibly to a justifiable earlier conclusion.
 - i. Reflection of one's own treatment methods – quality assurance.
 - j. Documentation of treatment process, composing a final report.
 - k. Discussing the therapy process and its results with the clients, the referring physician/ team of therapists.

 6. Fostering the therapeutic relationship
 - a. Professional ethics, legal and ethical boundaries: respecting the client's rights, dignity, values and autonomy (confidentiality, consent to treatment)
 - b. Conveying a sense of security and hope.
 - c. Showing empathy.
 - d. Intervening on the basis of "I-messages"; the therapist is open and formulates sentences without judgement.
 - e. Giving and receiving feedback with a positive inner attitude.
 - f. The ability to conduct a conversation: for instance, *Non-Violent Communication* according to Rosenberg or the work of Paul von der Heide (*Das helfende Gespräch*) or

A.H. Bos (*Ein Modell dynamischer Urteilsbildung*), conversation techniques, finding an appropriate style of conversation at eye level with the client, respecting the client's autonomy.

- g. Dealing with transference and counter-transference.
- h. Creating a balance between closeness and distance
- i. Letting go of one's own artistic ambition and working at the client's level.

7. The professional context

- a. Organisational aspects (running a practice, client acquisition, respecting professional laws). Fields of activity: for instance, treatment, care and development, prevention, rehabilitation, acute and chronic diseases, somatic, psychosomatic and psychiatric conditions, socialization.
- b.
 - i. Acquisition from within the network of an institution.
 - ii. Conducting a target-group analysis.
 - iii. Advertising therapy to a particular target group, with a schedule for the realization of such a plan, including considerations regarding premises and financing.
- c. Communication skills for particular contexts (contact with doctors, interdisciplinary discussions)
 - i. The ability for professional self-representation; to listen, understand and respect other points of view; willingness and ability to cooperate; building trust; no discrimination, multicultural sensitivity.
 - ii. Being able to transfer the concept of the art therapies to other fields.
 - iii. Networking between one's own institution and other relevant areas of work.
 - iv. Being able to speak about art therapy knowledgeably but also in a way that is understandable for clients/client groups or other target groups.
 - v. Developing awareness and basic understanding for other standpoints, models and concepts.

8. Research and innovation

- a. Applying the qualities of art therapy in new fields of work; changing contexts, advising target groups when new, changing questions arise; having an overview of the consequences when other professional perspectives open up.
- b. Developing an active interest in the research of others
- c. Making a contribution to research.
- d. Evaluating one's own research results.
- e. Structuring and presenting newly acquired knowledge.

9. Professional development (supervision, reflection)

- a. Studying diverse feedback methods so as to be able to give and receive feedback.
- b. Studying diverse methods for stimulating self-reflection.
- c. Knowing one's own shortcomings in terms of knowledge and skills.
- d. Stating one's own learning and development goals; effective self-management regarding one's workload and resources; looking after one's own health; lifelong development of one's own professionalism.

- e. Finding ways of acquiring knowledge and compensating for lacking skills and abilities. Gaining a realistic insight into one's possibilities and boundaries. Pursuing artistic activities in order to develop one's therapeutic work.

3 Application Form

Application for membership in the European Academy for Anthroposophic Art Therapies (EA)

1. Information about the applying school

School name

Address

.....

Country.....

Phone/fax/ email.....

Date of application.....

Languages spoken by the school's directors

.....

2. Please enclose the documents in the order specified in the Handbook

3. Please pay the application fee when you have sent off your documents to us (form enclosed).

4 Questionnaire

Questionnaire for the Accreditation of Anthroposophic Art Therapy Schools

European Academy for Anthroposophic Art Therapies (EA)

1. School

Name

Legal entity

Year established

Address

.....

Phone

Fax

Email

Homepage

Contact (name and email):

.....

2. The School's aims and objectives

2.1 We train art therapists for the following fields of art therapy (e.g. specializations, particular fields of work etc.):

.....

.....

.....

.....

2.2 What are the aims of your school, which qualifications or competences does your training convey? Please enclose handbook of modules or list of key competences.

2.3 How do these aims relate to your graduates' present or future fields of work (How relevant is your training to the professional practice)?

2.4 Please enclose your training concept/ vision statement¹⁰.

3. Who can apply for school entrance?

3.1 Which educational qualifications do your applicants need (minimal requirements)?

.....

.....

3.2 Do your applicants need to have former professional training? yes / no¹¹

¹⁰ or other suitable documents that describe the training objectives

¹¹ Delete as appropriate

- 3.3 Do applicants have a personal interview? yes / no
- 3.4 Is there a minimum age for students? years
- 3.5 Do your applicants need to complete a period of work experience before joining your school?
yes / no Minimum duration of work experience
- 3.6 Are there any other conditions for school entrance?
.....

4. The training process

4.1 What form of training do you offer?¹²

- a. Full-time or part-time
- b. Qualifying or further training

4.2 How long is the training? years

4.3 How many parallel training courses are you running?

4.4 How many training places do you offer?

4.5 What is the time schedule for your training (number of units)?¹³

Theory: lessons @ 45 mins

Specialist practice: lessons @ 45 mins

Practical training and activity: lessons @ 45 mins

Total lessons in training: lessons @ 45 mins

Of which verifiable self-directed studies: lessons @ 45 mins

¹² Definition of forms of training:

Full-time training: students are unable to pursue any other professional activity during their training.

Part-time training: students can pursue other professional activities during training.

Foundation course: the training qualifies students for a profession.

Further training or development: the training conveys particular methods that build on an earlier foundation training (e.g. Collot d'Herbois module, Dr Hauschka module etc.).

¹³ Refers to the duration of the entire training

4.6 What are the proportions of contact lessons, guided self-directed study and free self-directed study during the training? Reasons for this?

4.7 Which curriculum does the training follow? (Please enclose curriculum or summary. The individual curriculum items must relate to the corresponding competences on the EA List of Competences)

4.8 Describe your methods and particular approach¹⁴

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.....

4.9 How do you mentor your students?

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.....

4.10 How can the students contribute to the structure of their training?

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.....

.....

¹⁴ Please enter key words or add a separate sheet

5. End of training

5.1 Do you have your own or state examination procedures to assess the successful conclusion of your training?

- No exams
- Own exams
- State or academic exams

Please enclose your exam regulations and other evaluation documents and describe your assessment procedures during training.

5.2 When and how do you inform your students of the exam regulations?

5.3 What are the criteria that determine whether or not a final exam has been passed?

5.4 What happens when candidates fail the exam?

5.5 Are there intermediate exams? What form do they take?

5.6 What are the exact formal terms for your final dissertation/paper?

5.7 Give an exact description of your oral and practical final exams?

5.8 The graduates are state recognized and receive the following qualification (original name):

.....
.....

5.9 Graduates are recognized by the following institutions (e.g. EA, professional associations, Medical Section, etc.)

.....
.....
.....

Please enclose a copy of the reports you use.

5.10 Graduates are qualified to work in the following professional fields:

.....

.....

.....

.....

5.11 In a given 5-year period: how many students were enrolled in your training, discontinued the training, graduated, took a break, were in work experience, completed the training in a regular way? What was your total number of students per year?

Period under inquiry	admissions	drop outs	taking a break	doing work experience	graduated	total students
1 st year						
2 nd year						
3 rd year						
4 th year						
5 th year						

5.12 The qualification entitles graduates to study for the following higher qualifications

.....

.....

6. Faculty

6.1 Who is your head of school?¹⁵

.....

6.2 Are the competences of leading staff adequately defined?

(e.g. written agreements?)

.....

6.3 Please enclose a list of faculty members as shown below:

name | profession / degree | range of duties number of lessons

permanent staff¹⁶ | | |

permanent lecturers/guest lecturers¹⁷ | | |

occasional guest lecturers¹⁸ | | |

6.4 Are there unresolved conflicts among your staff? How do you deal with them?

Which external consultants do you use for internal conflicts?

6.5 Please enclose your job description for lecturers and your stipulations for their ongoing professional development.

6.6 Does mentoring also take place outside the contact hours? To what extent? Who are the mentors?

6.7 How are the mentors (who are co-responsible for the training) involved in the school?

¹⁵ Please include your management structure and heads of training

¹⁶ Permanent staff members are in part- or full-time employment

¹⁷ Permanent lecturers/guest lecturers teach regularly at the school, but are not employed by it

¹⁸ Occasional guest lecturers: teach occasionally at the school

7. Premises and teaching resources

7.1 What are your rooms (size) and infrastructure like?

7.2 Which media, resources, materials do you provide?

7.3 How do ensure use of and access to the various media (literature, internet etc.)?

8. Quality development

8.1 Do you use a quality development tool? Is your school certified according to a particular procedure (EA, for instance)?

.....

.....

.....

8.2 Do you interview your students at the end of each module?

8.3 Do the teachers use supervision and peer review?

8.4 How do you document evaluation results?

(Please include your student questionnaires)

9. Cooperation / Networking

9.1 Which other schools are you working with? What form does this collaboration take?

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.....
.....

9.2 Are you a member of any national associations? Which ones?

Please submit written confirmation from the national association or physicians' association in question.

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.....
.....

9.3 Are your staff members actively involved in any training committees (e.g. Council)?

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.....
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10. Outlook

10.1 What necessary steps, changes and chances do you see for future development, in the short and medium term?

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10. List of Appendices

- Mission statement/ concept
- Curriculum
- School history
- School flyers
- Certificates of state/ academic recognition
- Documents about your examination procedure
- Report form
- Staff list
- Annual reports (if available)
- Written confirmation from national professional association and physicians’ association
-
- Questionnaires for students
-
- Lecturers’ range of duties and stipulations regarding ongoing professional development
-

5 Guidelines for Auditors

Guidelines for Auditors: the audit report as part of the accreditation process

Status and purpose of the audit report within the accreditation process

The audit report is part of the auditing process. The auditors compile the audit report after visiting the applying school and send it to the Council no later than two weeks after the audit. If the audit report is shown to contain errors, the auditors will correct these immediately. Responsibility for the audit report lies with the first auditor, in consultation with the second auditor.

Before the audit report is finalized, a feedback process takes place between the school and the auditors. This feedback process forms the basis on which the auditors recommend the granting or withholding of EA accreditation to the Council.

Guidelines for formulating the audit report

The audit report gives a brief description of the auditing process (around 600 words = one A4 page). It acknowledges the individual intention of the applying school, the application, the auditor's visit to the school and the mood during the audit conversation. The summary of the audit outcome is entered into the Audit Report Form.

Recommendation to the School

If weaknesses in the training are discovered during the audit, the auditor will describe these and give recommendations for improvement. The individual recommendations will be numbered for the sake of clarity. The recommendations are meant to support the applying school's further development. The school is free to find its own solutions to the problem revealed by the audit.

Conditions

If a school does not meet all the crucial criteria set out in the handbook, conditions will be drawn up to remedy this deficit. The conditions will be numbered for the sake of clarity. The conditions will leave the school free to find its own ways of dealing with the deficit in question. A suitable time frame for meeting the conditions is agreed with the school.

6 Auditing Report Form

Name of school:

Name of first auditor:

Name of second auditor:

Date:

Basis for decision (recognition criteria)		yes	no
1.	Application documents have been submitted in full		
2.	The main teachers have experience as instructors in Anthroposophic Art Therapy		
3.	The teachers use supervision and peer review		
4.	The school can reach its aims with the tools and methods listed		
5.	Tuition fees, premises and resources are adequate		
6.	The training evidently includes 3000 training units (@ 45 minutes), of which 1500 units are contact lessons		
7.	Internal curriculum based on list of competences		
8.	The syllabus covers all fields of practice (target groups) of Anthroposophic Art Therapy. The individual fields need not be covered exhaustively		
9.	There are clear forms of ongoing evaluation (demonstration lessons, intermediate examination)		
10.	There are regular conversations with students about their progress		
11.	Mentoring for students is in place		
12.	The exam regulations correspond to the List of Competences		
13.	The training ends with an external examination of acquired skills and knowledge based on the List of Competences		
14.	The students have been informed in writing about the procedure following the failing of the exam		
15.	Practical work experience in line with the curriculum and corresponding guidelines is guaranteed		
16.	Tuition fees including fees for the examination and diploma are made known to students when they begin their training		
17.	The school aims to give out diplomas in cooperation with the Medical Section		
18.	The school works with the national professional associations		
19.	The school's head can describe steps for further development		
20.	The school's head is sufficiently informed about the diploma procedure applied by the Medical Section		

Auditor's signature:

7. Guidelines for the presentation of Schools

Guidelines for the presentation of schools during the International Conference of the European Academy at the Goetheanum

The presentation consists of a **talk** (with optional reports from students/graduates) and subsequent **discussion** and **exhibition**.

- **The talk will last for about one and a half hours and consist of the following parts:**

1. Introduction: short history of the training initiative
2. Presentation of the training concept: artistic and art-therapeutic focus and methods: **How does the school develop the skills and knowledge needed in art therapy?**
3. Current training courses: Full-time/part-time training, contact lessons/self-study, number of graduates, work experience, supervision and peer review, examples of work from all training years
4. The school's cooperation with the Medical Section /European Academy for Anthroposophic Art Therapies, regional professional associations, regional physicians' associations.
5. Self-assessment: strengths/weaknesses? What is still missing? What kind of support does the school wish for?
6. Outlook and development: What are the next steps?

The talk is followed by a 15-minute discussion with all present heads of schools.

- **The presentation is accompanied by:**

- An **exhibition** of works from all training years, showing the progress of the training
- A display of examples of the students' written work, such as course records, course work, written dissertations
- Written documents about the school: school flyers, study regulations, work experience regulations, exam regulations, student guidelines, training handbooks etc.

Display stands and tables will be available for the presentation.