iARTe

International Association of Anthroposophic Arts Therapies
Educations
In cooperation with the Medical Section at the Goetheanum Dornach

Handbook for the accreditation of vocational trainings and university courses

April 2023

Content

1 Preface

The **"International Association of Anthroposophic Arts Therapies Educations"** (iARTe for short) is an association of international vocational training, postgraduate courses and college-based/university courses. Its objectives are:

- Sharing experiences and developing methods in the field of anthroposophic arts therapies
- Quality assurance and development of competences in arts therapy trainings and study courses
- Promoting research.

The iARTe is recognised by and sees itself working towards the objectives of the Medical Section of the School of Spiritual Science at the Goetheanum (Dornach, Switzerland)[1].

The following specialist fields of Anthroposophic Arts Therapies are united in the iARTe association:

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

The iARTe sees as its main task the teaching and further development of these therapies and their deepening through research.

This handbook describes the process of quality assurance.
Accredited qualifying schools and study courses share comparable quality standards, which are assessed in accordance with the individual specialisation based on a list of competences[2]. The iARTe List of Competences derives from the International Professional Profile of Anthroposophic Arts Therapies[3]. Anthroposophic Arts Therapy schools and study courses relate furthermore to the professional profiles in the various countries and the competences specified therein.
The iARTe 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 and study courses is carried out by the iARTe as an organ of the Medical Section.
The necessity for the accreditation of schools and study courses serves a number of purposes and helps

- students or candidates to choose a school or training centre
- schools wishing to assure training quality and teacher competence
- institutions working together to improve quality
- the Medical Section in cooperation with the iARTe
- professional associations with regard to the competences of their members.

Accredited iARTe membership cannot replace national accreditation. All schools and study courses are subject to the relevant national laws and conditions. These laws and conditions form the foundation for schools and study courses seeking state-recognition for their training and their graduates.

The accreditation process described here serves the mutual recognition of Anthroposophic Arts Therapy schools and study courses 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.

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[1] See Appendix 3.1: iARTe Bylaws
[2] See Appendix 3.2: List of Competences
[3] See https://ifat-medsektion.net/en/documents

Schools and training centres seeking for accreditation in iARTe recognise the iARTe's executive board, its membership assembly and bylaws. They agree to appoint a delegate to the membership assembly once they have obtained iARTe accreditation.

iARTe is concerned about data protection. All documents are stored on a secure server of the Medical Section via a cloud solution and are only accessible internally to the iARTe office, the board and the auditors. After the successful completion of an audit, the documents are only accessible to the office and the board.
All data remain in the possession of the training institution, the rights are not transferred to iARTe. iARTe guarantees that the data will not be copied without the consent of the training.

2 The accreditation process

2.1   Overview of the overall process

a) Application

Schools and study courses seeking iARTe accreditation must apply **in writing**. They will submit all accreditation documents required for the admission process to the Administrative Office of iARTe, which then commissions the **Accreditation Commission**[4] (AK) (see 2.2).
All documentation must be in English or German.
The AK allocates auditors to the applying school/study course and passes the application documents on to these auditors.
Before submitting their application, applying institutions may wish to consult an (iARTe approved) mentor to advise them on the accreditation criteria and process.

b) Evaluation

Evaluation consists in
- a self-assessment: Applicants collate documents that convey an overall picture of their school or study course based on an accreditation questionnaire.
- a peer evaluation: the auditor visits the training centre to gain an impression of its way of working
- an evaluation of self-assessment and audit report by the AK.

The necessary documents are listed in the **Accreditation Questionnaire** (see Appendix 3.4).
The completed questionnaire and required attachments must show that
- the school/study course conveys the necessary competences to its students (as set out in the iARTe List of Competences)
- the curriculum of qualifying schools/study courses specifies a minimum of 3'000 training units (at 45 minutes), 1'500 of which at least must be contact lessons.
- the training/study course can prove successful examination with the submission of case documentation and all required internships according to the submitted curriculum

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

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[4] The Accreditation Committee is appointed by the Executive Board and is responsible for the accreditation process. It carries out the accreditation together with the applying training course.

In the case of a **new accreditation after 10 years**, the previous documents that are still valid can be submitted **together with updated papers**, but must be oriented towards the list of competences.

The auditors examine the documents and make sure that the quality is satisfactory and the documents are complete. If necessary, they ask the responsible persons at the applying training centre for amendments or corrections.

c) Audit and auditors' report

At least one of the two auditors must attend a work meeting on the premises of the applying institution. During the visit, the auditor/s and the institution should organise a personal meeting with the lecturers and students. Conversations will be conducted in accordance with the **Guidelines for Auditors** (see Appendix 3.5).
In exceptional cases where an audit cannot take place for reasons that are beyond our control (such is the case of a pandemic), an online audit can be offered with the condition that a face to face meeting and short introduction takes place at the following January or summer meeting.

Based on the documentation submitted and the auditor's visit, the auditors write an **Audit Report** which is then sent to the applying training/university course (see Appendix 3.6: Audit Report Form).
The auditors discuss the audit report with the training institution and, as part of this process, adjustments can be made to the training/study 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/study course and the auditors then adjust the audit report until a consensus is reached and present the resulting report to the Executive Board of iARTe. 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 training/university course presents itself at the iARTe January conference at the Goetheanum in Dornach or, in exceptional (pandemic-related) situations, at an online January or summer conference of the iARTe[5]. This gives the members the possibility to get to know the training/university course and ask questions. The Executive Board then decides on the admission and informs the Head of the Medical Section of the decision. The applying training/university course/institution will be notified of this decision in writing.

d) Accreditation Certificate

After successful accreditation the applying school/study course will receive an iARTe certificate which entitles the school/study course to use the following designation for its course on promotional materials and website:

> *This training/university course is accredited by the International Association of Anthroposophic Arts Therapies Educations. It works according to the guidelines of iARTe and is recognised by the Medical Section of the School of Spiritual Science at the Goetheanum, Dornach, Switzerland.*

The training/study course is entitled to mention in small letters in a footer (and only there) in the diplomas that it is a member of iARTe. Upon request, graduates receive a confirmation of iARTe and, if wished, for an extra fee, an additional international certificate of the Medical Section as an enclosure to their diploma.

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[5] Guidelines for the presentation of schools are provided (see Appendix 3.7).

Once a training/university course has been admitted, its representatives declare their readiness to work with the Medical Section by taking part in the meetings of the Membership Assemblies.

Accreditation is granted for a period of maximum ten years. Then a renewed accreditation must be applied for. The Administrative Office notifies the school of the expiry of its accreditation two years in advance and asks the institution to process and send in the documents by the expiry date of the accreditation.
The training/study course is obliged to inform iARTe immediately about any significant changes in the training concept, the qualifications of the lecturers, the teaching methods/art therapy approaches or general conditions. These must be checked and classified as compatible, otherwise the accreditation expires and must be applied for again. iARTe reserves the right to charge the costs for processing if necessary.
A charge is due to cover the expenses of the AK and the auditors (see Chapter 2.4: Fees Schedule)

2.2 The accreditation process in 9 steps

1. Dispatch of application (iARTe Application Form, see Appendix 3.3) and required documents (completed questionnaire with appendices (see Appendix 3.4) to the iARTe:

   Administrative Office's address:

   iARTe
   c/o Medizinische Sektion
   Postfach
   CH-4143 Dornach
   karin.gaiser@medsektion-goetheanum.ch

   All documents must be submitted in electronic form, with page numbers and in the order specified in the questionnaire. (Please number the digital documents in addition to the file names in the correct order, for instance 1. application form, 2. questionnaire, 3. extra sheet regarding point … etc.).

2. Payment of accreditation fee to the iARTe account

   Bank details:
   International Association of Anthroposophic Arts Therapies Educations iARTe Dornach
   Bank: PostFinance AG, Mingertstr. 20, CH-3030 Bern
   IBAN: CH29 0900 0000 1549 2307 7
   BIC: POFICHBEXXX
   euroSIC Clearing-NR.: 090002

3. Examination of documents and quality check through the auditors

4. On-site meeting with the auditor or, in exceptional cases, online audit meeting

5. Completion of audit check lists and form. Preparation of Audit Report which is then submitted to the school, including any requirements (see Appendices 3.5 and 3.6).

6. Active feedback process between auditors and applying school.

7. Presentation of the school at the iARTe January conference at the Goetheanum in Dornach or, in exceptional (pandemic-related) situations, at an online January or summer conference of the iARTe (see Appendix 3.7).

8. Recommendation for accreditation is sent to the Executive Board. The Executive Board notifies the Head of the Medical Section of the decision.

9. Written confirmation of the accreditation is sent to the applying school. The school receives a certificate. The iARTe 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 indivdiual cases, depending on the completeness of documents, the outcome of the audit and the feedback process. It is therefore recommended to start the process of renewing the accreditation in good time before the 10-year period expires.

2.3 Qualification of auditors[6]

The accreditation process is carried out by two auditors. At least one of the two auditors must have specific expertise in the specific field, methods and art therapy approach offered in the audited school.

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 within the Medical Section to carry out accreditations of art therapy schools/study courses.
They are experienced instructors working in iARTe-recognised schools or equivalent institutions and competent in their specific subject, the relevant medical-therapeutic field and adult education.

2.4 Fees Schedule

The accreditation process is funded through the accreditation fees charged by iARTe. This fees must be paid to the iARTe 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/study course. If a school/study course withdraws its application, it has to immediately inform the iARTe of this decision in writing. The fee still applies.
For details of fees see up-to-date fees schedule.

2.5 Arbitration

In case of a conflict regarding the accreditation process or between schools/institutions or within an institution, an arbitration commission acceptable to all parties is appointed. In such cases the iARTe should be contacted via its Administrative Office: karin.gaiser@medsektion-goetheanum.ch.
The arbitration commission decides on the further process. The result of the arbitration is accepted by all parties involved.

3 Appendices

3.1   iARTe Bylaws
3.2   List of Competences
3.3   Application form
3.4   Questionnaire
3.5   Guidelines for auditors
3.6   Audit report form
3.7   Guidelines for the presentation of schools
6.8   Recognition of External Learning Achievements

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[6] See Appendix 3.5: Guidelines for auditors

3.1   iARTe Bylaws

International Association of Anthroposophic Arts Therapies Educations
In cooperation with the Medical Section at the Goetheanum Dornach

Preamble

The **International Association of Anthroposophic Arts Therapies Educations** (abbreviated to iARTe), is an international association of training courses that offer a professional qualification and/or post graduate training courses. Its goal is:
- Exchange of experiences and developments in the field of the anthroposophic arts therapies
- Quality assurance of the competences gained during art therapy training courses
- Promotion of research.

It is commissioned by the Medical Section of the School of Spiritual Science at the Goetheanum (Dornach, Switzerland) to whose mission it sees itself connected[7].

The iARTe brings the following fields of anthroposophic therapies together:
- Painting, drawing, modelling and sculpture
- Music, singing
- Creative speech, drama.

The iARTe sees its primary task as the training, further development and deepening of these forms of therapy through further research.

With its foundation on 7 January 2020 the association iARTe takes over the members of the European Academy for Anthroposophic Arts Therapies, Zeist/NL, who are still registered when iARTe is newly founded.

1. Name and registered office

The "International Association of Anthroposophic Arts Therapies Educations – iARTe" is a not-for-profit association under the terms of Art. 60 et seq. ZGB (Swiss Code of Civil Procedure) with its headquarters in Dornach. It is politically independent and non-denominational.

2. Aims and objectives

The association operates on behalf of the Medical Section at the Goetheanum, Dornach and aims to secure the following objectives:

1. Promotion of the anthroposophic arts therapies trainings, university courses of study and post graduate courses.
2. Development and verification of standards in professional trainings, courses of study and post graduate courses.
3. Support of research in and for the arts therapies.

The association seeks to achieve these aims by:
   a. Promoting and maintaining a close working relationship among the anthroposophic arts therapies trainings.

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[7] The Medical Section is a department of the School of Spiritual Science, Goetheanum, Dornach.

b. Assuring the quality of the trainings.
c. Agreeing the syllabus on the basis of professional profiles.
d. Exchanging knowledge and experience.
e. Promoting recognition and facilitating the professional practice of anthroposophic art therapy in the various national contexts.
f. Applying all the legal tools available to secure this goal.

The iARTe seeks neither commercial gain nor profit. Its committees operate on an honorary basis.

3. Means

The funds consist of contributions from members, income from activities, donations and also inherited funds, legacies, gifts etc.

Membership contributions are determined annually by the Membership Assembly. Full members pay a higher contribution than cooperative members. The fiscal year begins on December 1st and ends on November 30th.

4. Membership

1. The Association recognises anthroposophic arts therapies trainings throughout the world[8].
2. The following forms of membership are possible:
   Full member (accredited), cooperative member (interested in accreditation), supporting member
3. The board decides on the admission or rejection of members following completion of their accreditation process and then informs the Medical Section leadership.

5. Termination of membership

Membership expires
- if accreditation is not completed within the specified time period
- if the training centre repeatedly violates the guidelines of iARTe
- if the training centre closes down

6. Withdrawal from the Association

Association membership can be cancelled at any time. The full membership contribution remains due for the current business year.

7. Organs of the Association

The organs of the association are:
1. Membership Assembly
2. Executive Board
3. Accreditation Committee
4. Auditor
5. Meeting of training representatives

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[8] Professional qualification, university study courses and postgraduate trainings

8. The Membership Assembly

The Membership Assembly is the sovereign organ of the association. Each full member (member institution) has one vote at the Membership Assembly as do the board members of iARTe. Non-members, cooperative members and supporting members are not entitled to vote. An annual Membership Assembly takes place in the first half of the year. Notice of a Membership Assembly is given at least 14 days in advance. Members are invited in writing with the proposed agenda items listed. Invitations by email are valid.

Motions for the Membership Assembly must be submitted to the Board in writing at least 7 days before the meeting.
The Board or 20% of the members may call an Extraordinary Membership Assembly at any time, stating the purpose. The meeting shall be held no later than 2 months after the request has been received.

The Membership Assembly is the sovereign organ of the association. It has the following mandatory tasks and competences:

a) Approve the minutes of the last Membership Assembly
b) Approve the annual report from the Executive Board
c) Accept the auditor's report and approve of the annual accounts
d) Discharge the Executive Board
e) Elect board members and appoint the auditor
f) Set the annual contribution rate for full members, cooperative Members and supporting members
g) Approve the annual budget
h) Decide on the form of quality assurance
i) Decide on proposals from the Executive Board and members
j) Modify the bylaws of the association
k) Resolve the dissolution of the association and the allocation of its assets

Every duly convened Membership Assembly has a quorum, regardless of the number of members present.

Members can pass resolutions with a simple majority.
The dissolution of the association requires the approval of 75% of all members.
Voting in this case can be carried out in writing (also by email).
Minutes of all resolutions agreed shall be drawn up and disseminated promptly to all members.

9. The Executive Board

The board constitutes itself and elects a chairperson, a secretary and a treasurer and if necessary, their deputies; the holding of combined offices is possible.

1. The board has to consist of at least three natural persons.
2. The members of the board are elected by the annual Membership Assembly for a period of three years.
3. Board members may be elected together or individually according to their office.
4. If the number of board members falls below the required minimum, the remaining members of the board may temporarily co-opt new members.
5. If no new board members can be appointed by the board, the Membership Assembly can propose suitable persons from the membership.
6. The board shall encourage a collegial, equitable way of working.

<u>Board meetings</u>

1. The board shall meet at least once a year and as frequently as it deems necessary. Participation via digital means is allowed.
2. Decisions of the board are taken by a majority vote of all serving board members.
3. The board can make decisions verbally as well as in writing.
4. All decisions are to be recorded in writing in minutes.

<u>Board's responsibility and tasks/signature authorisation/representation</u>

1. Prepare the meetings of training centre representatives
2. Formulate the proposals to be voted on at Membership Assemblies
3. Archiving
4. Coordinate with the Medical Section leadership
5. Discussion/mediation of any problems with member trainings
6. Legal responsibility for the association shall be borne exclusively by the board or alternatively by two members of the board working together.
7. The Executive Board shall determine the two account signatories. The person managing the finances has the authority to sign alone. Any non-budgeted sums above 500 euros require the agreement of the remaining board members.
8. The board shall prepare and update the "Guidelines for those assessing professional trainings and postgraduate courses".
9. The board appoints members of the Accreditation Committee (AK) and defines their tasks.

The Executive Board has responsibility for everything that has not been either legally transferred or delegated by these articles to another organ of the association.

<u>Ending of board membership</u>

Board membership ends as a result of:
a. Retirement
b. Deselection through a resolution of the Executive Board or the Membership Assembly
c. At the end of the period of office

10. Accreditation Committee (AK)

The Accreditation Committee consists of at least 2 members (referred to hereafter as the AK Team) and operates in accordance with the guidelines for accreditation assessment.
The AK Team appoints the accreditation auditor, who are confirmed by the board.

11. Auditor

The annual Membership Assembly appoints the auditor or a legal body to oversee the accounting procedure and carry out a spot check at least once a year.
The auditor reports the findings to the annual Membership Assembly for approval and discharge.
Appointment is for 3 years. Re-appointment is possible.

12. Meeting of the training representatives

The consensus is for the annual Membership Assembly in January to be attached to the International Study Days for Anthroposophic Arts Therapies at the Goetheanum. For practical reasons it was agreed that an annual meeting of representatives from the affiliated training schools would take place alongside. Representatives of all interested and cooperating institutions can participate in this meeting. At this meeting, members can decide on proposals from the board or on issues that do not expressly belong to the Membership Assembly. Only full members are entitled to vote.

13. Liability

Only the association's assets are liable for the association's debts. Personal liability of members and of the board is excluded. Members are only liable for an annual fee.

14. Dissolution of the association

The decision to dissolve the association through a resolution tabled at an ordinary or an extraordinary Membership Assembly can be agreed by a 75% majority of the members present. Members who are not present may delegate their vote.
In the event of dissolution, the association's assets shall be transferred to an organisation which has the same or a similar purpose. The distribution of the association's assets among the members is prohibited.

15. Entry into force

These bylaws were adopted at the foundation meeting on 07.01.2020 and entered into force on that date. They were revised at the Membership Assembly on 06.01.2022.

3.2 iARTe List of Competences

Preface

In accordance with the aims of the iARTe in cooperation with the Medical Section at the Goetheanum, as stated on page 3, the competences listed below serve to ensure the quality of the desired profession. The aim is to create a basic standard that can exist worldwide.

At the same time these need to remain flexible so that trainings and study courses can respond creatively to the differing conditions that exist in each country.

How the skills and competences are taught is for the particular school or university to decide. Methods and teaching approaches may vary considerably as may the basic resource literature.

This is particularly relevant for competence area 10, whereby national law is to be taken into account as a matter of priority.

What is non-negotiable, however, is the **anthroposophical orientation** and the anthroposophic-medical foundation of the training concept. They are fundamental to the profession of anthroposophic art therapists and must be taught.

It is required that anthroposophic art therapists have an (interdisciplinary) understanding of other therapeutic treatments used in anthroposophic medicine. Likewise, knowledge of recognised procedures (outside the anthroposophical approach) should be acquired in their own discipline.

The hours that are indicated should be considered as reference points. However, the total number of hours *must not be less* than that stipulated. Training courses have different learning criteria to those of education colleges and specific fields of study may therefore require a greater or smaller number of learning hours. Each training/study course is free to set criteria that *exceed* the minimum required learning hours.

Examinations are regulated by the member institutions themselves. It is recommended by the iARTe that examinations meet the requirements in the educational context (private or state-regulated, training or higher education) and in the context of a health profession, insofar as this is necessary in the national context of the exercise of the profession. If the profession is unregulated in the national context, the training institution's own examination regulations apply. The requirements of the iARTe are described in competence area 11.

Practical work experience is a necessary and indispensable part of any training or study course[9]. Minimum hours as specified by the iARTe apply here, too. Again, requirements may differ in the various countries[10] and may *exceed,* but must not be less than the hours specified.

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[9] Internships are approved by the training institution and mentored if necessary.
[10] In Switzerland, for example, 250 hours of work experience are considered sufficient, while 1'000 hours are required in Germany.

The iARTe has agreed the following **guidelines** for professional training and study courses:

One teaching unit (lesson) lasts **45 minutes**.

The training/study course should be spread across three years (if full-time), part-time courses *can* be four years or longer.

A minimum number of 3'000 hours is expected[11], made up of 1'500 hours of contact lessons, 1'000 hours of self-directed study with supervision and at least 500 hours of practical work experience under the guidance of a mentor. The number of hours may exceed the number specified, but generally must not be less. Lower numbers need to be adequately explained.

Student assessment by schools/universities:

A school or university may acknowledge competences gained by students in former professions and activities and allocate students to courses accordingly. The institutions can decide which courses to allocate their students to and whether to waive specific subjects for them. The training institution is responsible for making sure that the competences specified have been attained by the end of the training or study course. Previous (artistic, medical, anthroposophical, therapeutic) achievements may count towards the 1'500 contact lessons required and the training/study course may be reduced accordingly.

For the recognition of External Learning Achievement (AfL) see Appendix 3.8.

Work experience can consist of a combination of practical experiences. The minimum number of 500 hours at 45 minutes must include at least 250 hours of direct patient/client contact. The following is a list of (optional) components:

1. Observation in the field of art therapy of the specialisation
2. Volunteer work based in salutogenic principles
3. Project work (good preparation for creating a working place)
4. **Self-directed, supervised work with patients in the medical field. A minimum of 150 hours at 45 minutes are required**!
   Mentors/tutors must be anthroposophic arts therapists who are (if possible) members of the professional association in their country.

Students must submit at least one case documentation from their work experience (as part of their school/university's examination requirements).[12]

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[11] Comparing the expected number of hours to ECTS credits, a vocational training of 3'000 hours at 45 minutes is, regarding time extent, equivalent to about 90 ECTS credits. The number of hours for one ECTS credit varies slightly between different European countries. Precise data regarding hours per ECTS credit for each European country is found in the ECTS Users' guide 2009, Annex 5. Please note that accreditation by iARTe does NOT grant the right to issue ECTS credits.
[12] Guidelines can be provided on request.

A. Competences required for the qualification as Anthroposophic Art Therapists (Vocational qualifying trainings)

Training centres/universities offering training to become iARTe recognised anthroposophic art therapists will convey the basic competences listed below to their students.
(the distribution of learning hours[13] leaves scope for flexibility).

Competences	hours = teaching units of 45 min. (≙ 60 min. units)
1. **Acquiring and integrating basic anthroposophical concepts**[14] (foundation for practising the profession of an anthroposophic art therapist) a. A basic understanding of the anthroposophical conception of the world and the human being. b. The capacity to explore independently the anthroposophical conception of the world and the human being (e.g. through the study of original texts and resources). c. Graduates are able to reflect on the anthroposophical conception of the world, relate it to other approaches and identify the differences and similarities between them.	50　(37.5)
2. **Basic artistic competences** (required for the practice of art therapy) a. Graduates can demonstrate an adequate level of artistic competency in a professional field (speech, music, painting, sculpture) both practically and theoretically. b. Graduates have knowledge of art history and the historical context of their professional field. c. Graduates can master the artistic media that are relevant to their specialist field. d. Graduates are able to reflect on and assess their own artistic skills and expertise. e. Graduates treat the materials and instruments they use in a professional and respectful manner.	250　(187.5)
3. **Using the artistic process therapeutically** (fundamentals of anthroposophic art therapy) a. Graduates have learned to recognise the effects of the materials and artistic media they are using and know when they should be applied. b. Graduates have acquired sufficient experience in using the materials of their art for therapy and therapeutic exercises.	600　(450)

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13 These are guidelines that can vary depending on the particular specialisation of a training or study course. All competences must be demonstrably conveyed however.
14 A **list of literature** will be presented by the training centre/university.

c. Graduates can classify and distinguish between the principles of artistic processes and therapeutic processes. d. In looking at and experiencing a piece of artwork[15], graduates are able to recognise and understand its artistic potential whether it is their own or another person's work. e. Graduates can use their knowledge and experience to apply the skills of their profession in a direct and focused way[16].	
4. The medical foundations and anthroposophical understanding of the human being a. Graduates have an adequate knowledge of general medical principles (anatomy, physiology, embryology) for their specialist field, as well as a familiarity with the theories of health and illness and the current state of medicine including psychiatry. b. Graduates are familiar with the anthroposophical understanding of the human being that underpins anthroposophic medicine. Their understanding is such that they can find linkages with current medical practice and use it as a foundation for their specialist work as anthroposophic therapists. c. Graduates have a basic knowledge of the anthroposophic pharmacology and view of substances. They have learnt how the various members of the human organisation might be affected.[17] d. Graduates have a basic knowledge of pharmacology (of for example the effects and side-effects of psychotropic, analgesic and cardiovascular drugs and cytotoxic agents)[18] and know how to obtain further information if necessary. e. Graduates can understand the similarities and differences between anthroposophic and mainstream medicine and put them into context. f. Graduates are able to discuss this in various contexts.[19] g. Graduates have a good grasp of medical terminology.	300 + 150[20] (225 + 112.5)
5. Basic knowledge and understanding of human development, biography, education and psychology a. Graduates have up-to-date knowledge of human development. b. Graduates are familiar with the anthroposophical approach to human development and are able to relate it to mainstream ideas. c. Graduates have a basic understanding of biographical development (in the light of anthroposophic biography work). d. Graduates are able to identify and evaluate crisis situations in themselves and in others. (They also know where to look for help).	120 (90)

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[15] Visual and temporal arts have distinctly different possibilities.

[16] Differentiated in competence 6.

[17] Examples in lessons, guidelines for the study of sources, specialist literature.

[18] Overview, sources of information, necessary understanding that is relevant to the condition of a particular patient.

[19] For example communicating with doctors, other therapists, the wider public etc.

[20] In total 450 (337.5) hours. Since the subjects are intertwined, the weighting should be 150 hours of Anthroposophic Anthropology and 300 hours of Medical Education.

e. Graduates have a general understanding of education. They also have a broad grasp of anthroposophically oriented education, curative education and social therapy and can apply this knowledge in particular areas of their professional work. f. Graduates have acquired insights into various approaches to psychiatry and psychotherapy and are able to relate these to the anthroposophical image of the human being.		
6. **Professionalising therapeutic measures and procedures** (general (diagnostic) procedures[21], therapy planning, therapeutic goals) a. Graduates are able to use basic anthroposophical principles, such as threefoldness and fourfoldness, as the foundation of their therapeutic work, apply them professionally and integrate them into existing contexts.[22] b. Graduates know about the various stages of the therapeutic process and understand the laws that underlie them (e.g. the transformation of the seven life processes specified by Rudolf Steiner into stages of a therapeutic process)[23] c. Graduates know the importance of hearing a patient's history before creating a therapy plan[24]. d. Graduates are able to identify and differentiate signs of somatic, psychosomatic and psychiatric disorders, developmental disorders, biographical crises and the process of group dynamics. e. Graduates are able to apply and carry out basic diagnostic procedures in their professional work. f. Graduates can formulate therapy needs based on the physician's prescription, the medical history, the assessment of a client and through diagnostic exercises. g. Graduates are able to formulate a client's general need for therapy in terms of specific anthroposophical, medical and therapeutic goals, set up a therapeutic plan and communicate it. h. Graduates know how important it is to document the therapeutic process and can do so proficiently (create a patient file). i. Graduates can successfully implement a therapeutic treatment plan.[25] They can bring the treatment plan to a conclusion in a professional way and produce a factually detailed therapeutic report.	250	(187.5)

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[21] In Italy (possibly also in other countries) only physicians are permitted to establish a diagnosis. Differentiation is therefore necessary. Art therapists can speak of their analysis of pictorial composition, form, or – in the temporal arts – expression.

[22] Differing images of the human being, images of illness and disorders, biographical phases, preventative and salutogenic aspects must be known. Information on scientific knowledge can be obtained.

[23] For example: Marianne Altmeier (1995): *Der kunsttherapeutische Prozess*

[24] Fundamental principles for implementing this in a professional way are conveyed.

[25] The course of treatment depends on the client's requirements from a medical and anthroposophical point of view and is always to the client's benefit.

7. **Professional behaviour, conversation techniques, reflection and supervision**
 	
   a. Graduates have learnt how to lead professional conversations[26] and understand the need for a professional approach.
   b. Graduates know about transference and counter-transference in the therapeutic context. They can recognise and deal with projections and resistance appropriately.
   c. Graduates have learnt to behave professionally[27] and appropriately and to reflect on the therapeutic process.
   d. Graduates can assess the effect they have on others and reflect on their own actions and attitudes.
   e. Graduates have knowledge of stress management techniques and can identify stress factors in clients and in themselves[28].
   f. Graduates understand the importance and relevance of supervision in their professional field and if necessary will ask for it.[29]
	30	(22.5)

8. **Innovation and Research** (further development of anthroposophical arts therapy and future perspectives)
 	
   a. Graduates have an interest in the development of art therapy in general and use this interest to benefit anthroposophical art therapy as a whole.
   b. In this context graduates can find motivation to explore new questions. They can discover new aspects of their own profession.
   c. Graduates are able to accompany the processes they experience in themselves and in others with a spirit of enquiry and interest.
   d. Graduates are competent in studying the relevant literature resources and have a basic knowledge of Goethean phenomenology and related scientific research.[30]
   e. Graduates are able to make their own contributions to research in their specialist field and can assess and evaluate them[31].
   f. Graduates are able to process, interpret and professionally present research results and findings.
	30	(22.5)

9. **Personal development[32], life-long learning, further training** a. Graduates are able to identify gaps in their knowledge. They are aware of lacking or insufficient skills or competences and can make use of professional development opportunities.	10	(7.5)

---

[26] Introduction to basic conversation techniques

[27] Assessing personal weaknesses and strengths, work experience

[28] Graduates should be able to evaluate these factors and apply the necessary measures to overcome them.

[29] The training must refer to this and, if required by national professional law, also require supervision (e.g. in the internship).

[30] To be weighted differently in a university context compared to a training centre.

[31] Case reports, scientific assignments, project research etc.

32 For example a number of training centres work with Rudolf Steiner's six subsidiary exercises during training (in Italy).

	b. Graduates can formulate and implement goals for their own development and learning. c. Graduates are aware of their own limitations and resources. d. Graduates are aware of possibilities for life-long learning and of the importance of making use of professional development opportunities.		
10. Legal context of professional practice[33]: Professional status, ethics, legalities		50	(37.5)[34]
10a–d	**Professional status**	20	(15)
	a. Graduates know how art therapy has grown and developed historically. b. Graduates can place the development of anthroposophic art therapy as an independent approach within the general historical context and speak about it if needed. c. Graduates are suitably knowledgeable with regard to their professional practice as anthroposophic art therapists and the wider context of anthroposophic medicine and therapy. d. Graduates know about all the specialist fields of anthroposophic art therapy and are able to use their particular specialisation (speech, music, visual arts) effectively.		
10e	**Professional ethics**	10	(7.5)
	e. Graduates have understood the ethical requirements of their profession and aim to ensure that their professional (and private) life is transparent and above board.		
10f–o	**Professional rights (national laws)**	20	(15)
	f. Graduates are aware of the existence of specialist and professional associations and know how important they are for the practice of their profession in their country. g. Graduates know their legal rights and responsibilities within the legal medical framework of their country. They are particularly aware of the national conditions that apply to practitioners of anthroposophic therapy and how they affect their ability to practise their profession. h. Graduates have a good grasp of the media and materials they use and the time they invest in their work (professional economy) and are aware of the national rules concerning the promotion of the healing professions. i. Graduates know about the applicable rates of remuneration in their national health system.		

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[33] This is the way in which the specific legal requirements of each country apply to the therapeutic profession.
[33] total hours

j. Graduates know about the insurance they will need in order to practise their profession. k. Graduates know about data protection laws in their country and how to use them in order to protect the privacy of their clients. l. Graduates know about the need to observe clients' confidentiality. m. Graduates are familiar with national copyright laws for art works. n. Graduates know how to act professionally and prudently in emergency situations or accidents[35]. o. Graduates are familiar with regulations concerning hygiene and notifiable diseases[36].	
11. Examinations Examinations are regulated by the training institution itself. Examination requirements must be described and examination regulations have to be available to students in writing at the beginning of their training/study course. iARTe does not require grading. For iARTe, an examination and examination papers must demonstrate the acquisition of competences as shown in the competence list. Proof of therapeutic competences is provided by at least one case documentation from the professional internship. Artistic and knowledge examinations are carried out practically and in writing. The form is up to the institution[37] but should reflect all three areas. For the evaluation of the examinations, examination criteria must be defined by the training institution, which must also be submitted to iARTe in the case of accreditation.	

B. **Competences required for a (qualifying) postgraduate course as Anthroposophic Arts Therapists**

The competences leading to recognition as an anthroposophic arts therapist must also be demonstrated for graduates who undergo postgraduate training with the aim of practising as an anthroposophic arts therapist.
Since the postgraduate qualification is dependent on the achievements of the interested party that have already been achieved in advance and can be credited, reference is made to the options for grading external learning achievements that any iARTe-recognised training institution (not postgraduate training institution) can offer (see also AfL procedure).

C. **Competences required for postgraduate courses for the application of Anthroposophic Arts Therapies in the previous profession**

For postgraduate training in the previous profession, the competence list can be modified accordingly or the number of hours can be reduced. **It must, however, contain essential competences which are necessary for the application of specifically anthroposophic arts therapies (depending on the content orientation/focus of the training).**

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[35] First aid training or an emergency assistance module need not necessarily be provided by the training establishment. They can also be acquired elsewhere and then proven at the training institution.

[36] National disease control laws and the requirements surrounding notifiable diseases must be known.

[37] The requirements are very heterogeneous internationally.

Postgraduate training in the application of anthroposophic art therapies means and media in the pre-profession must provide evidence of at least 750 total hours (375 hours should be contact time. The other hours are divided between self-learning time and possible practical training).

Postgraduate training in the field of the former profession is described in a separate handbook.

3.3   Application Form
Application for membership in the International Association of Anthroposophic Arts Therapies Educations (iARTe)

1.   Information about the applying school

Name of the training: ....

Address of the training institution: ....

....

Country: ....

Phone number: ....

E-mail: ....

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 as soon as you send the documents to us and enclose proof of payment.

3.4   Questionnaire

for the accreditation of anthroposophic arts therapy schools

International Association of Anthroposophic Arts Therapies Educations (iARTe)

_____
___

1   School

Name: ....

Legal entity: ....

Start of the course for which
accreditation is sought for the first time: ....

Street: ....

Country/postcode/town: ....

Phone number: ....

E-mail: ....

Website: ....

Contact person
(name and e-mail): ....

2   The school's aims and objectives

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

....

....

....

....

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

....

....

....

....

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

....

....

....

....

2.4   Please enclose your training concept/vision statement[38].

3   Who can apply for school entrance?

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

....

....

....

....

---

[38] or other suitable documents that describe the training objectives

3.2　Do your applicants need to have former professional training?　☐ Yes　☐ No

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?[39]

    a.　☐ Full-time training　<u>or</u>　☐ Part-time training

    b.　☐ Vocational qualifying course　<u>or</u>　☐ Postgraduate course

4.2　How long does the training take?　_____ years

4.3　How many parallel training courses are you running? _____

4.4　How many training places do you offer? _____

---

[39] Definition of forms of training:

<u>Full-time training</u>: Students are unable to pursue any other professional activity during their training.

<u>Part-time training</u>: Students can pursue other professional activities during their training.

<u>Vocational qualifying course</u>: The training qualifies students for a profession.

<u>Postgraduate course</u>: the training conveys different approaches that build on an earlier qualifying training (e.g. Collot d´Herbois module, Dr. Hauschka module etc.

4.5 What is the time schedule for your training (number of units)?[40]

Theory:		lessons of 45 min.
Specialist practice:		lessons of 45 min.
Practical training and activity:		lessons of 45 min.
Total lessons of training:		lessons of 45 min.
of which verifiable self-directed studies:		lessons of 45 min.

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 iARTe List of Competences.

4.8 Describe your methods and particular approach[41].

4.9 How do you mentor your students?

---

[40] Refers to the duration of the entire training
[41] Please enter key words or add a separate sheet.

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

....

....

....

....

5   Conclusion of the 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? In which form?

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

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

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

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

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

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

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

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

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

Please enclose a copy of a certificate.

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

....

....

....

....

5.11   How many training courses has your training already completed?

Training I	from	to
Training II	from	to
etc.		

5.12   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
Calendar year/ month						
Calendar year/ month						
Calendar year/ month						
Calendar year/ month						
Calendar year/ month						

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

....

....

....

....

6 Staff

6.1 Who runs your school?[42]

....

....

....

....

6.2 Are the competences of leading staff adequately defined? (e.g. written agreements?)

....

....

....

....

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

	Name	profession/ acad. degree	range of duties | number of lessons
permanent staff[43]			
permanent lecturers/ guest lecturers[44]			
occasional guest lecturers[45]			

---

[42] Please state your management structure and the heads of training.
[43] Permanent staff members are in part- or full-time employment.
[44] Permanent lecturers/guest lecturers teach regularly at the school, but are not employed by it.
[45] Occasional guest lecturers teach occasionally at the school.

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?

....

....

....

....

7   Premises and teaching materials

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 (iARTe, for instance)?

....

....

....

....

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

....

....

....

....

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?

....

....

....

....

9.2 Are you a member of any national associations? Which ones?
Please submit written confirmation from the national association and physicians' association in question.

....

....

....

....

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

....

....

....

....

10 Outlook

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

11 List of Appendices

☐ Application form

☐ Mission statement/concept

☐ School history

☐ Module handbook

☐ Curriculum

☐ List of literature

☐ Overview of hours

☐ Completed colour-coded table of competences, as well as the Excel tables for the distribution of the taught modules over the time of the training[46]

☐ Documents of your examination procedure

☐ Certificate form (with proof of hours of taught modules or competences and internships)

☐ Staff list

☐ Evaluation forms for the quality of teaching

☐ if applicable: certificates of state/academic recognition

☐ Written confirmation from national professional association and physicians' association

☐ Visual material: photos of the training rooms, the activities of the students, teaching staff

☐ Annual reports (if available)

☐ Flyers of the training

☐ Questionnaires for students (only for postgraduate training)

☐ Lecturers' range of duties and stipulations regarding ongoing professional development (if available)

---

[46] The tables are sent separately by the Administrative Office of iARTe. They must be completed for the auditors.
1. Please select the list that represents the total duration of the training (3, 4 or 5 years).
2. Please fill in the columns that list the applicable minutes of the teaching units (45 or 60 min.) Since the iARTe uses 45 min. units as a basis in its list of competences, the table converts these into 45 min. units, if the teaching units in your training last 60 min.

3.5 Guidelines for the Auditors

Procedure of accreditation in 9 steps

The following steps are taken by the applying vocational qualifying or postgraduate training:

Before submitting the accreditation documents, please contact the Administrative Office and state which handbook is to be used to obtain accreditation. This is the only way to ensure that the current handbook is the basis.

1. Dispatch of application (iARTe Application Form, see Appendix 3.3) and required documents (completed questionnaire with appendices (see Appendix 3.4) to the iARTe:

   Administrative Office's address:

   iARTe
   c/o Medizinische Sektion
   Postfach
   CH-4143 Dornach
   karin.gaiser@medsektion-goetheanum.ch

   All documents must be submitted in electronic form, with page numbers and in the order specified in the questionnaire. (Please number the digital documents in addition to the file names in the correct order, for instance 1. application form, 2. questionnaire, 3. extra sheet regarding point … etc.).

2. **Payment of accreditation fee to the iARTe account**

   Bank details:
   International Association of Anthroposophic Arts Therapies Educations iARTe Dornach
   Bank: PostFinance AG, Mingertstr. 20, CH-3030 Bern
   IBAN: CH29 0900 0000 1549 2307 7
   BIC: POFICHBEXXX
   euroSIC Clearing-NR.: 090002

As soon as the documents have been submitted, the AK Team will process the application in the following order:

3. Inspection of the documents and quality control
   a. If the documents for the application have been submitted at the latest by 30st April of the previous year, the accreditation team (AK team) will endeavour to process them quickly so that a presentation to the iARTe community can take place the following January. In exceptional (pandemic-related) situations, the iARTe Board may exceptionally convene an online January or summer conference. In such cases, if necessary, an adequate submission deadline for the documents will be agreed bilaterally with the training institution in good time before the online summer conference.

b. The AK team appoints two auditors, at least one of the two auditors must have specific expertise in the specific field, methods and art therapy approach offered in the audited institution.
c. The Administrative Office checks the documents for completeness and clarity. If necessary, corrections/additions will be requested. The applicant has three months to submit all missing documents.
d. The documents are forwarded to both auditors together with the comments of the Administrative Office.
e. It will be clarified in advance which of the two auditors will travel to the training audit i.e. conduct the audit interview. This auditor arranges the date for the audit with the training management.
f. Both auditors examine the documents independently of each other and exchange information. The Administrative Office has to be placed in cc so that the responsible person is always up to date with the progress of the accreditation process.
g. The first auditor should contact the training department in order to get answers to any ambiguities that may have arisen.

4. **Local appointment with one of the two auditors**
    The auditor visiting the training/institution ideally travels to the end of the course to get an idea of the local situation and conducts discussions with the school management, the lecturers and the students, together and independently of each other.

5. **Completion of the audit checklists and form, preparation of the audit report by the 1ˢᵗ auditor and submission to the training department including any requirements (see Appendices 3.5 and 3.6).**

6. **Active feedback process between auditors and training.**
    The auditors recommend the school for accreditation.

When this process is completed to the satisfaction of all, steps 7 to 9 of the recognition process follow:

7. **The training will be presented to the member schools at the iARTe January conference at the Goetheanum in Dornach or, in exceptional (pandemic-related) situations, at an online January or summer conference of the iARTe (see Appendix 3.7).** The Executive Board will have a follow-up discussion with the training.

8. After the successful presentation and on the basis of the recommendation of the auditors for accreditation, the **decision of the Executive Board is made.** The Executive Board notifies the Head of the Medical Section of the decision.

9. **The accreditation will be confirmed in writing to the applicant.** The iARTe receives a final version of the training documentation in electronic form.

The Administrative Office prepares a membership certificate, which is signed by the Head of the Medical Section and a member of the Executive Board of the iARTe, and sends it to the training department.

Qualification of the auditors

The accreditation process is carried out by two auditors. One of the two auditors should have specific expertise in the field/art therapy approaches being trained in the institution. They are experienced instructors working in iARTe-recognised schools or equivalent institutions and competent in their specific subject, the relevant medical-therapeutic field and adult education.
All auditors working for iARTe should have received a training for accreditation as defined by the Medical Section and iARTe. This can be obtained in different ways.

Fees for training leading to the title of Anthroposophic Arts Therapist

See iARTe's Fees Schedule

Position and purpose of the audit report in the accreditation procedure

The audit report is an integral part of each audit procedure. It is drawn up by the auditors involved after the visit and shall be submitted to the Executive Board no later than 14 days after the audit. If deficiencies are found in the preparation of the audit report, the auditors should correct them without delay. The 1st auditor is responsible for drawing up the audit report. He/she coordinates it with the second auditor.
The final preparation of the audit report is preceded by a feedback process between the training and the auditors. The report justifies the recommendation or rejection by the auditors for accreditation to the requesting training and the iARTe Board.

Notes on the formulation of the audit report
The audit report shows the audit process in a few sentences (approx. 600 words = one A4 page). It acknowledges the individual intention of the respective anthroposophic art therapy training, the application, the visit to the anthroposophic art therapy training and the atmosphere of discussion. The result of the audit is also summarised in form of the auditing report form.

Recommendations to the training institution
If weaknesses in the training become apparent during the audit, the auditor should name them and make recommendations for improvement. The individual recommendations should be numbered for the sake of clarity. The recommendations serve the institution for the further development of its training. The recommendations should be formulated in such a way that they leave the training free to find a solution to the problem identified.

Requirements for the training
If not all the requirements of the handbook have been met by the training in question, a request for correction and addition has to be made. The points should be presented in detail and numbered for the sake of clarity. The requirements formulated by the auditor should leave the training free in the manner in which it wishes to remedy the deficiency. In consultation with the training, a reasonable period of time for compliance will be set by the auditor.

3.6 Auditing Report Form

Name of the school: ....

Name of first auditor: ....

Name of second auditor: ....

Date: ....

Basis for decision (recognition criteria)	yes	no
1.	Application documents have been completely submitted.	☐	☐
2.	The main teachers have experience as instructors in anthroposophic arts therapies.	☐	☐
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 3'000 training units (at 45 minutes), of which 1'500 units are contact lessons.	☐	☐
7.	Internal curriculum based on list of competences is available.	☐	☐
8.	The syllabus covers all fields of practice (target groups) of anthroposophic arts 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.	The students receive accompanying mentoring.	☐	☐
12.	The exam regulations correspond to the List of Competences.	☐	☐
13.	The training ends with an internal examination of acquired skills and knowledge based on the List of Competences.	☐	☐
14.	The procedure in the event of a failed examination is available to students in writing.	☐	☐
15.	Practical work experience according to the curriculum and corresponding guidelines is guaranteed.	☐	☐
16.	Training fees including examination costs and diploma fees are known to the students at the beginning of the training.	☐	☐
17.	The school aims to give out diplomas/final certificates in cooperation with the Medical Section.	☐	☐
18.	The school works together with the national professional associations.	☐	☐
19.	The school management can describe steps for further development.	☐	☐
20.	The school management is sufficiently informed about the processing of the issuing of the confirmation by the iARTe and the certificate of the Medical Section.	☐	☐

Auditor's signature: ....

3.7 Guidelines for the presentation of schools

Guidelines for the presentation of schools at the iARTe January conference at the Goetheanum in Dornach or, in exceptional (pandemic-related) situations, at an online January or summer conference of the iARTe

If an on-site meeting at the institution is not possible for external reasons that cannot be changed (such as pandemic measures), an audit meeting online is possible by way of exception, but only then, on condition that a real meeting and short introduction is made up for at the next real January or summer meeting.

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

- **The talk will last for about 60 to 75 minutes and consist of the following parts:**

  1. Introduction: short history of the training initiative

  2. Presentation of the <u>training concept</u>: artistic and art-therapeutic focus and methods: **How does the school develop the skills and knowledge needed in art therapy?**

  3. <u>Current training courses</u>: Full-time/part-time training, contact lessons/self-study, number of graduates, work experience, supervision and peer review, examples of works from all training years

  4. The school's <u>cooperation</u> with the Medical Section/iARTe, regional professional associations, regional physicians' associations

  5. <u>Self-assessment</u>: strengths/weaknesses? What is still missing? What kind of support does the school wish for?

  6. <u>Outlook and development</u>: What are the next steps?

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

- **The presentation is accompanied by:**

  o an **exhibition** <u>of works (pictures/sculptures/photography) from all training years</u>, showing the progress of the training

  o a **display** of <u>examples of the students' written work,</u> such as course records, course work, written dissertations

  o <u>Written documents about the school</u>: school flyers, study regulations, work experience regulations, exam regulations, student guidelines, training handbooks etc.

  Display stands and tables will be available for on-site presentations.

3.8 Recognition of External Learning Achievements (AfL)

A.   Overview

B.   Procedure

C.   Country-specific admission requirements for the state recognition of module certificates

D.   Overview of the minimum learning times and learning content

E.   Attachments

     a.   Appendix 1: Application form

     b.   Appendix 2: Competence list with detailed information on content

     c.   Appendix 3: Fillable competence list

     d.   Appendix 4: Form for overview and cost estimate

A. Overview

1. **Who** can profit from the recognition of External Learning Achievements (AfL)?
   - People from other anthroposophic arts therapy training courses who do not have iARTe recognition
   - Already trained non-anthroposophic arts therapists
   - Students in their training as anthroposophic arts therapists who change their place of education/further training
   - All people who can contribute relevant competences from a previous profession for the training/study course

2. **Why?** The successful examination can lead to a crediting and thus to a shortening of the education and further training time by the receiving institution, which carries out an AfL.

3. **How** does the recognition/credit of previously acquired competences/learning achievements by i.e. at a subsequent vocational qualifying or postgraduate training institution work?

   AfL by the host school is usually based on the review of documents, which are carefully compared with the objectives, content and duration of the learning outcomes or competences under discussion at the host school. The AfL is therefore an equivalence assessment.

4. **Costs for the AfL**

   At vocational qualifying or postgraduate training institutions under private law, the applicant shall bear the costs for the classification. The costs are determined according to the time and effort required per hour. The applicant will receive an invoice and a written cost estimate for the competences still to be completed. The school must prepare a written form for this. On request we can provide you with a sample form (**see Appendix 3 to the AfL**)

5. **Decision**

   The applicant submits his evidence with the completed attached competence list, which will be checked by the training institution. The school management conducts a motivation interview with the applicant and decides on the classification. The crediting procedure is documented so that it can be viewed.

B. Procedure

Each training course is requested to define the exact procedure itself and to document it in writing. The central aspect is how the competences are tested.

Step 1

The applicant should provide evidence of his/her previous learning performance by submitting available timetables, course confirmations and certificates to the vocational qualifying or postgraduate training institution together with the application form.
The number of hours, topics and learning objectives attended must be indicated and certified in the documents. Written papers can be submitted as proof of partial competence.

The more carefully and clearly the documents for submission are compiled, the less work we have to do and, accordingly, the lower the costs!

Step 2

The vocational qualifying or postgraduate training institution examines within the process of AfL:

1. whether a certificate (diploma, ID etc.) is available which proves that the applicant has successfully completed the required learning performance.
2. whether the information on competences and evidence of competence on objectives, content and duration of learning outcomes can be brought into line with the curriculum/module requirements of the student's own education/training.

After a review of the documents relating to AfL, the applicant will receive confirmation of AfL, if necessary with a list of any subject areas, hours and/or certificates of competence to be made up.

If the competences cannot be determined reliably enough from the documents, if the training has been completed some time ago or if an adequate proof of competence is missing, the relevant/required proofs of competence must be made up.

The review and assessment of the submitted documentation result in a competence and qualification profile that is related to the curriculum/module requirements of the **vocational qualifying or postgraduate training institution** and also to the future exercise of the profession. It is up to the school to decide what percentage of the external learning achievements it credits or is allowed to credit.

The certificates shall be issued when

- the external learning achievements can be recognised and any missing competences made up for.
- the costs for the procedure for AfL as well as for any additional instruction and proof of competence to be made up for have been paid.

C. Country-specific admission requirements for state recognition

It is possible that further competences that go beyond the requirements of the iARTe are required for recognition in your own country.

D. Overview of minimum learning times and learning content

- At this point each school can insert its training concept. The attached template is filled in for the applicant (**Appendix 2 to the AfL**). This refers to the iARTe competence list.
- Detailed information on the content of the individual competences can be found in **Appendix 3 to the AfL**.

E. Application form

A possible application form can be found in **Appendix 2 to the AfL**. Each vocational qualifying or postgraduate training can formulate its own application form. The training forms listed in **Appendix 2** have to be included.

Appendix 1 to the AfL

Application form for the recognition of External Learning Achievements (AfL)

The crediting of External Learning Achievements (AfL) includes the recognition or crediting of previously acquired learning achievements to a subsequent vocational qualifying or postgraduate training course. The successful examination can lead to crediting and thus to a shortening of the vocational qualifying or postgraduate training period by the host institution that is carrying out an AfL.

Name, First Name   ....

Street   ....

Postcode/Town   ....

Phone private   ....

Phone business   ....

E-mail address   ....

Date of birth   ....

Profession   ....

Name and address of the training institution(s) at which the previous learning achievements were completed:

....

....

....

Evidence, documentation, certificates have to be submitted. (Copies)

Period of external i.e. previous learning achievements (from/to):

....

....

....

Work experience (from/to), how much of it in the anthroposophical environment:

....

Evidence, certificates have to be submitted. (Copies)

....
Place, date   Signature

Appendix 2 to the AfL

Competence list with detailed information on content (Standard iARTe)
To be drawn up by the institution

Appendix 3 to the AfL

Fillable competence list (excel sheet)
To be drawn up by the institution

Appendix 4 to the AfL

Overview and cost estimate for the crediting of
External Learning Achievements (AfL)

Name, First Name

....

Street

....

Postcode/Town

....

Phone private

....

Phone business

....

E-mail address

....

Date of birth

....

Profession

....

a. Assessment of the situation with regard to the recognition of competences

Here, the **vocational qualifying or postgraduate training institution creates a list based on its training content with a brief description of the applicant's current status.**

b. Cost overview

Checking the training content with regard to the modules.The costs will be deducted from the working time spent.

Working hours: .... hours .... EUR

Here, the vocational qualifying or postgraduate training institution creates a list of its training contents, which the applicant still has to complete with the respective prices/costs.

_____   _____
  Place, date   Head of vocational qualifying/postgraduate training