



iARTe

**International Association of  
Anthroposophic Arts Therapies Educations**

In cooperation with the Medical Section at the Goetheanum, Switzerland

Internationale Akademie für Anthroposophische Kunsttherapie – Ausbildungen

In Kooperation mit der Medizinischen Sektion am Goetheanum, Schweiz

**Handbook for the accreditation of post graduate Courses**  
for applying the tools of the Anthroposophic Arts Therapies in  
their profession / former profession

March 2020

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# 1 Introduction

The **International Association of Anthroposophic Arts Therapies Educations** (“International Association” or “iARTE” for short) brings together international vocational trainings, post graduate courses and college-based study courses. Its objectives are:

- Sharing experiences and developing the therapeutic approach in the field of the art therapies
- Quality assurance and the development of competences in the arts therapy trainings
- Promoting research.

The International Association is recognized by and sees itself working towards the objectives of the Medical Section of the School of Spiritual Science at the Goetheanum (Dornach, Switzerland)<sup>1</sup>.

The Anthroposophic Arts Therapies include the following specialist fields:

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

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

This handbook describes the quality assurance procedures for the post graduate courses which qualify students to apply the tools and methods of the anthroposophic art therapies in their own professions<sup>2</sup>. Post graduate courses as defined above offer training in the application of specific procedures and approaches<sup>3</sup>, techniques (e.g. only form drawing) and contents drawn from the broad spectrum of the anthroposophic art therapies<sup>4</sup>, or which are tailored in a one-sided way to the needs of a special client group<sup>5</sup>. They can vary in terms of the number of hours, and do not contain the full spectrum training required to become an Anthroposophic Arts Therapist<sup>6</sup>.

The need to recognise post graduate training has arisen from different perspectives

- interested applicants looking for a place to do a post graduate course

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<sup>1</sup> See Appendix 1: iARTE Bylaws

<sup>2</sup> Confirmation of profession (previous profession) has to be presented to iARTE with a degree. iARTE recognizes the following (former) professions: Education *teachers, medical-therapeutic (teachers, educators, curative educators, social pedagogues, social therapists, nurses, doctors, psychologists, psychotherapists) as well as artists in the respective field. All other professions that are neither artistic, therapeutic or educational cannot be considered eligible. An exception to this are formerly trained training/further education coaches, trainers or supervisors.*

<sup>3</sup> e.g. approaches such as those of Liane Collot d'Herbois, Margarethe Hauschka or others, linked to a course programme

<sup>4</sup> e.g. support for children, curative education or other client groups

<sup>5</sup> e.g. with children, special needs education or other client groups

<sup>6</sup> The accredited vocational training and study programmes have a comparable quality standard, which is evaluated on the basis of a specific list of competences. The iARTE competence list is based on the internationally agreed professional profile of anthroposophic art therapies. The vocational training and study programmes for Anthroposophic Arts Therapists are in addition based on the national professional profiles and their competencies.

- institutions concerned for the quality of post graduate training and the competence of their teaching staff.
- Institutions working together to improve quality
- the Medical Section in cooperation with the iARTE
- Representing the interests of professions with regard to complementing the competences of their members.

The accreditation process described here serves the mutual recognition of anthroposophically based vocational training courses in the application of the therapeutic tools and methods of anthroposophic arts therapy in the context of the Medical Section of the School of Spiritual Science at the Goetheanum, It corresponds to the accreditation procedures of other professional groups in the field of anthroposophic medicine.

**iARTE sees recognition in the sense of quality development, as a reciprocal process, as an equal and binding form of cooperation, through which joint learning opportunities and new ways of working can emerge. Mutual recognition is based on the competence list<sup>7</sup>, which serves as a foundation for an evaluation. The recognition of post graduate courses is carried out by iARTE as the accreditation body of the Medical Section.**

Every post graduate course seeking accredited membership of iARTE acknowledges the Council, general assembly and by-laws of iARTE and agrees to appoint a delegate to attend the Annual General Meeting once they have attained iARTE accreditation.

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<sup>7</sup> See Appendix 2: iARTE competence list, page 15

## 2 The Accreditation Procedure

### 2.1 Outline

#### a. Application

Post graduate courses seeking iARTE accreditation must apply **in writing** to iARTE. The applicant institution submits all documents required for the admission process to the iARTE's coordination office, which, after checking the documents for completeness, passes them on to an auditor appointed by the (re)accreditation commission (RAK)<sup>8</sup>. (see under 2.2).

The documents must be submitted in either English or German.

The RAK appoints the auditor for the applicant post graduate course. The documents are forwarded to the auditor by the coordination office.

Prior to submitting an application, it may be advisable for the applicant institution to seek the support of a mentor (recognised by the iARTE) who can provide advice and assistance during the application process<sup>9</sup>.

#### b. Evaluation

The evaluation consists of

- Self-assessment: Based on the Accreditation Questionnaire, applicants collate documents that convey an overall picture of their training..
- Evaluation of the self-assessment by the auditor.
- Evaluation of the completed questionnaires filled in by students.

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

The completed Questionnaire and required attachments must show that

- The post graduate course enables students to gain the necessary competences (as set out in the iARTE List of Competences)<sup>10</sup>
- The post graduate course includes at least 750 lessons (of 45 minutes) of which there is at least 375 hours of contact time.
- A successful conclusion to the post graduate training can be demonstrated based on the presented curriculum.

Documents previously prepared for other (national) recognition processes may be submitted as long as they reflect the content of the Course Questionnaire. In the case of **re-accreditation** previous documents that are still valid may be submitted **together with updated papers** so long as they refer to the list of competences.

The auditor checks the documents for completeness of content and quality. He/she communicates with those responsible for the corresponding post graduate course regarding any additions or corrections.

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<sup>8</sup> The (re-)accreditation commission: is appointed by the Board and is responsible for (re)accreditation. It carries out the accreditation of post graduate courses.

<sup>9</sup> It can be fruitful in this respect if the mentor, for example, leads another training course and already has experience in dealing with the application process.

<sup>10</sup> The scope, goal and purpose of the post graduate course, guide the choice of competences to be assessed.

This gives the Advisory Board the opportunity to learn about the further training and ask questions before making its decision together with the Leadership of the Medical Section. The post graduate training is notified of the decision in writing.c. Evaluation / Audit Report

The auditor draws up an evaluation report on the completeness of the documents, consistency of the information, objectives and quality of the training.

The evaluation report is submitted to iARTE (RAK, board of directors) and the institution providing post graduate courses and serves as the evidence base for granting admission.

Procedure regarding unanswered questions:

If individual questions have not been answered, the auditor enters into discussion with those responsible for the training. During the course of this process, adjustments can be proposed to the curriculum and structure of the course. The time frame for making the adjustments is agreed with the auditor and documented.

Afterwards the report is gone over again by the post graduate training and the auditor until a common consensus is reached and the result can be recommended to the board. The report underpins the recommendation to accredit the post graduate course, accredit it with conditions or not to accredit the training.

The training is then presented at the iARTE conference in January<sup>11</sup>. The General Meeting can then get to know the training and ask questions. Subsequently, the Board, in consultation with the management of the Medical Section, decides on admission. The decision is then communicated in writing to the post graduate training institution.

#### d. Accreditation Certificate

If accreditation is successful the applicant training centre will receive an iARTE certificate.

It may then use the following statement on promotional material and on its website, but **not** on its certificates/documents

*The training is a member of the International Association of Anthroposophic Arts Therapies Educations iARTE. It works according to its guidelines and is recognized by the Medical Section of the School of Spiritual Science at the Goetheanum, Dornach, Switzerland.*

In being admitted, those responsible for the post graduate courses declare their willingness to collaborate with the Medical Section by attending the General Meeting of members.

The accreditation is granted for a period of up to 10 years. Then a re-accreditation must be applied for.

The post graduate training is obliged to inform the iARTE immediately of any significant changes in the training concept, qualifications of the lecturers, methods or general conditions. These must be verified and found compatible, otherwise the accreditation expires and must be applied for again. iARTE reserves the right to charge the costs of processing incurred.

A fee is charged for the work of RAK and the auditors (see Section 2.4 Fee Schedule).

#### e. Graduating Certificate

The post graduate training is not permitted to issue a certificate to its graduates **in the name of iARTE** nor may it **include iARTE** on its own graduation certificate. iARTE will instead issue a free supplement to accompany the graduation certificate of the training institution.

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<sup>11</sup> The "Guidelines for presenting post graduate trainings" will be made available (see p. 36).

With regard to this the following procedure will be followed:

1. Following the successful graduation of their students the post graduate training will send a draft of the certificate they intend giving to their graduates to the iARTEe office for checking.
2. The post graduate training then sends iARTE the **Name, surname, date, place, country of birth as well as the profession or activity** of each graduate (with proof of diplomas and relevant work).<sup>12</sup>
3. The post graduate training institution will receive from the iARTE office a supplement (cost free) which can be included with the graduation certificate. The following text will appear on this supplement:

*Frau/Herr Mustermann has completed this certified post graduate course and is thereby permitted to make use of the tools and methods of the therapeutic arts in the context of his/her profession. The post graduate training institution is a member of the International Academy of Anthroposophic Art Therapies Trainings (iARTE). It follows its guidelines and is recognised by the Medical Section of the School of Spiritual Science at the Goetheanum, Dornach, Switzerland. The graduation certificate of the post graduate training is recognised by iARTE. This endorsement is only valid in relation to the graduation document of the post graduate training.*

This form of words **cannot** be integrated within the post graduate training's own endorsements. Students who have completed the post graduate training can however **in addition** also apply to the iARTE office for an international certificate signed by the leadership of the Medical Section at the Goetheanum. This is however subject to a **fee**.

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<sup>12</sup> Professions that are recognised in accordance with the rules of iARTE are generally those that work content-wise with the arts but also in the educational, social and therapeutic fields. See 1 p3

## 2.2 The (Re-) Accreditation process in nine steps

1. The Application Form (see Appendix 3.3) and the relevant documents (completed course questionnaire with attachments, see Appendix 3.4), should be sent to the Office of the International Association (see Appendix 3.9).

If the documents have been submitted within the framework of the application at the latest by 30 April of the previous year, the accreditation team (RAK) will endeavour to process them quickly so that a presentation to the EA community can take place the following January.

The documents should be submitted in writing on paper as well as in electronic form. The documents must be sorted and numbered according to the questionnaire. (Please number the mail attachments in addition to the file names in the order of the papers submitted in writing. E.g.: 1. application form 2. questionnaire 3. attachment to point... etc.)

2. Payment of accreditation fee into the iARTE training account (see appendix 9 and 10)
3. The coordinator checks the documents for completeness and clarity. If necessary, corrections additions will be requested. The applicant has 3 months to submit all missing documents.

The documents are forwarded to the auditor appointed by the (re) accreditation team (RAK) together with the comments of the coordinator.

Examination of documents and quality assessment undertaken by an auditor

4. Writing of the audit report and its transmission with possible additional requirements to the post graduate training (see Annex 3.6 and 3.7)
5. Engagement in active feedback process between the auditor and the post graduate training.
6. Presentation of the post graduate training in the context of the General Meeting of the International Association at the Goetheanum (see Annex 3.6).
7. Accreditation recommendation made to the Board by the (re)accreditation committee. The decision of the Board is made in consultation with the leadership of the Medical Section.
8. The accreditation is confirmed in writing to the applicant. The further training receives membership confirmation from iARTE.
9. The iARTE coordination office receives a final version of the training documentation in electronic form and on paper.

## 2.3 Qualification of auditors

The accreditation process is carried out by an auditor chosen by iARTE. He/she should have specific expertise in the subjects being taught by the post graduate training institutions.

The auditors of iARTE are capable of assessing the specific professional qualification as well as the adult educational and medical qualifications of the leadership group in a post graduate training.

All auditors should where possible be trained in the accreditation of post graduate and study courses within the Medical Section or at least through iARTE.

They are experienced trainers in iARTE recognised training centres and are competent in the professional, medical-therapeutic and adult education fields.

## 2.4 Fees<sup>13</sup>

The accreditation process is financed by the fees charged by iARTE. These fees are to be transferred to the iARTE account when the documents are sent in.

Any advisory costs that may arise are borne by the applicant training institution. If an applicant institution has to withdraw its application, the iARTE (coordination office) must be immediately informed in writing. The fees are to be paid independently of this.

For information on fees see the current fee schedule – see the attached information sheet.

## 2.5 Arbitration

In case of a conflict – in the accreditation process, between schools/institutions or within an institution - an Arbitration Committee acceptable to both parties is appointed. In such a situation please contact the coordinator (see Appendix 9).

The Arbitration Committee determines its own procedures. The outcome of the arbitration process is binding for both parties.

# 3 Appendices

- 3.1 iARTE By-laws
- 3.2 List of Competences
- 3.3 Application form
- 3.4 Course questionnaire
- 3.5 Audit report form
- 3.6 Training presentation guidelines
- 3.7 Student questionnaire
- 3.8 Dates Coordination Office
- 3.9 Fees

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<sup>13</sup> See Appendix 9

## 3.1 iARTE Bylaws



iARTE

**International Association of Anthroposophic Arts Therapies Educations**  
Internationale Akademie für Anthroposophische Kunsttherapie-Ausbildungen

**Development – Quality Management – Research**  
Entwicklung – Qualitätsmanagement - Forschung

## Preamble

The **International Association of Anthroposophic Arts Therapies Educations / Internationale Akademie für Anthroposophische Kunsttherapie-Ausbildungen** (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.
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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<sup>14</sup>.

The iARTE association brings the following fields of anthroposophic therapy together:

- Painting, drawing, modelling and sculpture
- Music, singing
- Creative speech, drama.

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

With its foundation on 07.01.2020 membership of the European Academy for Anthroposophic Arts Therapies, Zeist (hereinafter referred to as EA), is transferred to iARTE. When it is founded the EA will still be registered.

### 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:

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<sup>14</sup> The Medical Section is a department of the School of Spiritual Science, Goetheanum, Dornach

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 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.
- 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 Association 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 general meeting. Full Members pay a higher contribution than Associate (Cooperative) Members. The fiscal year begins on December 1st and ends on November 30th.

### **4. Membership**

1. The Association recognizes anthroposophic arts therapies trainings throughout the world<sup>15</sup>.
2. The following forms of membership are possible:  
Full Member (accredited), Associate (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 re-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**

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<sup>15</sup> Professional qualification, university courses of study and post graduate trainings.

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. General Meeting
2. Board of Management
3. Accreditation Committee
4. Auditors
5. Meeting of training representatives<sup>2</sup>

## **8. The General Meeting**

The General Meeting is the sovereign organ of the association. Each Full Member (member institution) has one vote at the General Meeting as do the board members of iARTE.

Non-members and Associate (Cooperative) Members are not entitled to vote. An Annual General Meeting takes place in the first half of the year. Notice of a General Meeting 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 General Meeting 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 General Meeting at any time, stating the purpose. The meeting shall be held no later than 2 months after the request has been received.

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

- a) Approve the minutes of the last General Meeting
- b) Approve the annual report from the Board of Management
- c) Acceptance of the auditor's report and approval of the annual accounts
- d) Discharge the Board of Management
- e) Elect board members and appoint the auditors
- f) Set the annual contribution rate for Full Members, Associate Members and Supporting Members
- g) Approve the annual budget
- h) Decide on the form of quality assurance
- i) Decide on proposals from the Board of Management and members
- j) Modifications to the Articles of Association
- l) Resolution on the dissolution of the Association and the allocation of its assets

Every duly convened General Meeting 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 Board of Management

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

- 1) The Board shall consist of at least three natural persons.
2. The members of the board are elected by the Annual General Meeting 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 General Meeting can propose suitable persons from the membership.
6. The Board shall encourage a collegial, equitable way of working.

### Board meetings:

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, provided all members of the Board agree to the suggestion.
4. All decisions are to be recorded in writing.

### Board's responsibility and tasks/signature authorisation/representation:

1. Prepare the meetings of training centre representatives.
2. Formulate the proposals to be voted on at General Meetings.
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 Board of Management 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 post graduate courses".
9. The Board appoints members of the Accreditation Committee (RAK) and defines their tasks.

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

Ending of board membership:

### Board membership ends as a result of:

- a. Retirement
- b. Deselection through a resolution of the Board of Management or the General Meeting
- c. At the end of the period of office

## **10. Accreditation Committee (RAK)**

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

## **11. Auditors**

The Annual General Meeting appoints the auditors or a legal body to oversee the accounting procedure and carry out a spot check at least once a year.

The auditors report their findings to the Annual General Meeting 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 General Meeting 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 associated 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 general meeting. 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 General Meeting 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.

## 3.2 List of Competences of iARTE

### Foreword

In accordance with the aims of iARTE and 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 there needs to be sufficient flexibility to enable individual trainings, study courses) and in this case, post graduate programmes to respond creatively to the differing conditions in each country.

*How* the skills and competences are taught is for the particular post graduate training institution to decide. Methods and teaching approaches may vary considerably as may the basic resource literature.

This is particularly relevant when considering national legal conditions – see point 10.

What is non-negotiable, however, is the **anthroposophical orientation** and the anthroposophical-medical foundation of the post graduate training concept. These are the foundations upon which the tools and methods of the anthroposophic arts therapies are to be taught in the post graduate courses.

All the hours recommended are guide values. The total number of 750 hours training time in the context of the post graduate course, *may not be undercut*. Each post graduate course has its own educational focus, Individual subject areas can therefore be covered in more or less hours. All post graduate courses are free to set their own priorities so long as they exceed the required minimum number of hours.

Assessments are arranged and carried out by the member institutions themselves. iARTE recommends that such assessments meet the necessary requirements of the context in which the training takes place (whether private law or state run) to the extent that this affects the practice of the profession in the national context. The requirements of the iARTE are described in point 6.2.11.

As part of its assessment material iARTE requires a final thesis relevant to the professional field.

iARTE has established the following **guidelines** as a framework for post graduate courses:

One teaching unit (hour) is **45 minutes**.

A total of **750 learning hours** is expected as a minimum. These are divided into at least 375 hours of contact time (instruction), 375 hours of self-study time with supervision. These times can be *exceeded, but not reduced*.

**Practicums** are optional for post graduate courses, but are recommended by iARTE.

For post graduate courses, the list of competences may be modified and the lesson breadth reduced according to the requirements of the profession, However, it needs to include the essential competences necessary for applying the specific methods of the anthroposophic art therapies (according to subject matter / orientation of the post graduate course).

To test performance, the submission of a final thesis relating to the profession is expected by iARTE.

**A. Competences required for training as a qualified Anthroposophic Arts Therapist  
(full-time/basic training)**

Training centres/universities offering courses leading to an iARTE recognised qualification in Anthroposophic Arts Therapy are required to convey the following basic competences to their students:

(There is scope for flexibility in the distribution of learning hours<sup>16</sup>).

Competences	hours = teaching units of 45 min. (= 60 min.units)
<p><b>3.2.1 Acquiring and integrating basic anthroposophical concepts<sup>17</sup></b> (foundation for professional practice as an anthroposophic arts therapist)</p> <p>3.2.1a. A basic understanding of the anthroposophical conception of the world and the human being.</p> <p>3.2.1b. The capacity independently to explore the anthroposophical conception of the world and the human being (e.g. through the study of original texts and resources).</p> <p>3.2.1c. 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.</p>	<p>50 (37.5)</p>

<p><b>3.2.2 Basic artistic competencies</b> (required for the practice of art therapy)</p> <p>3.2.2a. Graduates can demonstrate an adequate level of artistic competency in a professional field (speech, music, painting, sculpture) both practically and theoretically.</p> <p>3.2.2b. Graduates have knowledge of art history and the historical context of their professional field.</p> <p>3.2.2c. Graduates can master the artistic media that are relevant to their specialist field</p>	<p>250 (187.5)</p>
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<sup>16</sup> These are guidelines that can vary depending on the particular specialization of a training or study course. All competences must be demonstrated however.

<sup>17</sup> A **reading list** used by the particular training centre/university will be made available

<p>3.2.2d. Graduates are able to reflect on and assess their own artistic skills and expertise.</p> <p>3.2.2e. Graduates treat the materials and instruments they use in a professional and respectful manner.</p>	
<p><b>3.2.3 The transformation of artistic process into therapeutic tools and processes</b> (fundamentals of the anthroposophic art therapies)</p> <p>3.2.3a. Graduates have learned to recognize the effects of the materials and artistic media they are using and know when they should be applied.</p> <p>3.2.3b. Graduates have acquired sufficient experience in using the materials of their art for therapy and therapeutic exercises.</p> <p>3.2.3c. Graduates can classify and differentiate between artistic and therapeutic processes.</p> <p>3.2.3d. In looking at and experiencing a piece of artwork<sup>18</sup>, graduates are able to recognize and understand its artistic potential whether in their own or another person's work.</p> <p>3.2.3e. Graduates can use their knowledge and experience to apply the skills of their profession in a direct and focused way<sup>19</sup>.</p>	<p>600 (450)</p>
<p><b>3.2.4 The medical foundations and anthroposophical understanding of the human being</b></p> <p>3.2.4a. 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 psychology.</p> <p>3.2.4b. 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.</p> <p>3.2.4c. Graduates have a basic knowledge of the anthroposophic pharmacology and view of substances. They have learnt how the various members of the human organization might be affected.<sup>20</sup></p> <p>3.2.4d. Graduates have a basic knowledge of pharmacology (of for example the effects and side-effects of psychotropic, analgesic and cardiovascular drugs and cytotoxic agents)<sup>21</sup> and know how to obtain further information if necessary.</p> <p>3.2.4e. Graduates can understand the similarities and differences between anthroposophic and mainstream medicine and put them into context.</p>	<p>300 + 150<sup>23</sup> (225 + 112.5)</p>

<sup>18</sup> Visual and temporal arts have distinctly different possibilities

<sup>19</sup> Differentiated under point 6.2.6

<sup>20</sup> Examples in lessons, guidelines for the study of sources, specialist literature.

<sup>21</sup> Overview, sources of information, necessary understanding that is relevant to the condition of a particular patient.

<sup>23</sup> In total 450 (337.5) hours. Since the subjects are intertwined, the weighting should be 150 hours of anthroposophic understanding of human nature and 300 hours of Medical Education.

3.2.4f. Graduates are able to discuss this in various contexts. <sup>22</sup>	
3.2.4g. Graduates have a good grasp of medical terminology.	
<p><b>3.2.5 Basic knowledge and understanding of human development, biography, education and psychology</b></p> <p>3.2.5a. Graduates have up-to-date knowledge of human development.</p> <p>3.2.5b. Graduates are familiar with the anthroposophical approach to human development and are able to relate it to mainstream ideas.</p> <p>3.2.5c. Graduates have a basic understanding of biographical development (in the light of anthroposophic biography work).</p> <p>3.2.5d. Graduates are able to identify and evaluate crisis situations in themselves and in others. (They also know where to look for help).</p> <p>3.2.5e. 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.</p> <p>3.2.5f. 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.</p>	120 (90)
<p><b>3.2.6 Professionalisation of therapeutic measures and procedures</b> (general (diagnostic) procedures<sup>24</sup>, planning therapies, therapeutic goals)</p> <p>3.2.6a. 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.<sup>25</sup></p> <p>3.2.6b. 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)<sup>26</sup>,</p> <p>3.2.6c. Graduates know the importance of hearing a patient's history before creating a therapy plan<sup>27</sup>.</p> <p>3.2.6d. Graduates are able to identify and differentiate signs of somatic, psychosomatic and psychiatric disorders, developmental disorders, biographical crises and the process of group dynamics.</p>	250 (187.5)

<sup>22</sup> For example, communicating with doctors, other therapists, the wider public etc.

<sup>24</sup> 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.

<sup>25</sup> 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.

<sup>26</sup> For example: Marianne Altmeier (1995): *Der kunsttherapeutische Prozess?*

<sup>27</sup> Fundamental principles for implementing this in a professional way are conveyed.

<p>3.2.6e. Graduates are able to apply and carry out basic diagnostic procedures in their professional work.</p> <p>3.2.6f. physician’s prescription, the medical history, the assessment of a client and through diagnostic exercises.</p> <p>3.2.6g. 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.</p> <p>3.2.6h. Graduates know how important it is to document the therapeutic process and can do so proficiently (create a patient file).</p> <p>3.2.6i. Graduates can successfully implement a therapeutic treatment plan.<sup>28</sup> They can bring the treatment plan to a conclusion in a professional way and produce a factually detailed therapeutic report.</p>	
<p><b>3.2.7 Professional behaviour, conversation techniques, reflection and supervision</b></p> <p>3.2.7a. Graduates have learnt how to lead professional conversations<sup>29</sup> and understand the need for a professional approach.</p> <p>3.2.7b. Graduates know about transference and counter-transference in the therapeutic context. They can recognize and deal with projections and resistance appropriately.</p> <p>3.2.7c. Graduates have learnt to behave professionally<sup>30</sup> and appropriately and to reflect on the therapeutic process.</p> <p>3.2.7d. Graduates can assess the effect they have on others and reflect on their own actions and attitudes.</p> <p>3.2.7e. Graduates have knowledge of stress management techniques and can identify stress factors in clients and in themselves<sup>31</sup></p> <p>3.2.7f. Graduates understand the importance and relevance of supervision in their professional field and if necessary will ask for it.<sup>32</sup></p>	<p><b>30 (22.5)</b></p>
<p><b>3.2.8 Innovation and Research</b> (further development of anthroposophical arts therapy and future perspectives)</p>	<p><b>30 (22.5)</b></p>

<sup>28</sup> 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.

<sup>29</sup> Introduction to basic conversation techniques

<sup>30</sup> Assessing personal weaknesses and strengths, work experience

<sup>31</sup> Graduates should be able to evaluate these factors and apply the necessary measures to overcome them.

<sup>32</sup> The training centre is required to offer experience through supervision during the course.

<p>3.2.8a. Graduates may have an interest in the development of art therapy in general and use this interest to benefit anthroposophical art therapy as a whole.</p> <p>3.2.8b. In this context graduates can find motivation to explore new questions. They can discover new aspects of their own profession.</p> <p>3.2.8c. Graduates are able to accompany the processes they experience in themselves and in others with a spirit of enquiry and interest.</p> <p>3.2.8d. Graduates are competent in studying the relevant literature resources and have a basic knowledge of Goethean phenomenology and related scientific research.<sup>33</sup></p> <p>3.2.8e. Graduates are able to make their own contributions to research in their specialist field and can assess and evaluate them<sup>34</sup></p> <p>3.2.8f. Graduates are able to process, interpret and professionally present research results and findings.</p>	
<p><b>3.2.9 Personal development<sup>35</sup>, life-long learning, further training</b></p> <p>3.2.9a. 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.</p> <p>3.2.9b. Graduates can formulate and implement goals for their own development and learning.</p> <p>3.2.9c. Graduates are aware of their own limitations and resources.</p> <p>3.2.9d. Graduates are aware of possibilities for life-long learning and of the importance of making use of professional development opportunities.</p>	<p><b>10 (7.5)</b></p>
<p><b>3.2.10 Legal context of professional practice<sup>36</sup>: Professional status, ethics, legalities</b></p>	<p><b>50 (37.5)<sup>37</sup></b></p>

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<sup>33</sup> Evaluated differently in a university context to a training centre

<sup>34</sup> Case reports, scientific assignments, project research etc.

<sup>35</sup> For example a number of training centres work with Rudolf Steiner's six subsidiary exercises during training (in Italy)

<sup>36</sup> This is the way in which the specific legal requirements of each country apply to the therapeutic profession.

total hours

<sup>37</sup>

<p><b>3.2.10a – d Professional status</b></p> <p>3.2.10a. Graduates know how art therapy has grown and developed historically.</p> <p>3.2.10b. Graduates can place the development of the anthroposophic art therapies as an independent approach in its historical context and speak about it if needed.</p> <p>3.2.10c. Graduates are suitably knowledgeable with regard to their professional practice as Anthroposophic Arts Therapists and the wider context of anthroposophic medicine and therapy.</p> <p>3.2.10d. Graduates know about all the specialist fields of anthroposophic art therapy and are able to use their particular specialization (speech, music, visual arts) effectively.</p>	<p>20 (15)</p>
<p><b>3.2.10e Professional ethics</b></p> <p>3.2.10e. Graduates have understood the ethical requirements of their profession and aim to ensure that their professional (and private) life is transparent and above board.</p>	<p>10 (7.5)</p>
<p><b>3.2.10f – o Professional rights (national laws)</b></p> <p>3.2.10f. 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.</p> <p>3.2.10g. 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.</p> <p>3.2.10h. 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.</p> <p>3.2.10i. Graduates know about the applicable rates of remuneration in their national health system.</p> <p>3.2.10j. Graduates know about the insurance they will need in order to practise their profession.</p> <p>3.2.10k. Graduates know about data protection laws in their country and how to use them in order to protect the privacy of their clients.</p> <p>3.2.10l. Graduates know about the need to observe client confidentiality.</p> <p>3.2.10m. Graduates are familiar with national copyright laws for art works.</p> <p>3.2.10n. Graduates know how to act professionally and prudently in emergency situations or accidents<sup>38</sup></p>	<p>20 (15)</p>

<sup>38</sup> First aid training or an emergency assistance module need not necessarily be provided by the training establishment.

3.2.10o. Graduates are familiar with regulations concerning hygiene and notifiable diseases <sup>39</sup> .	
<p><b>3.2. 11 Assessment</b></p> <p>Assessments are carried out and managed by the training institution itself. They must be described and be available to students in writing at the beginning of their education/studies.</p> <p>iARTE does not require grading. iARTE requires that the assessment documents clearly demonstrate the acquisition of competences as shown in the competence list.<sup>40</sup></p> <p>Proof of therapeutic competence is to be provided by at least one case study report from the professional internship. Assessment of artistic competence and knowledge is carried out both practically and in writing. How this is done, is up to the institution<sup>41</sup> but should reflect all three areas.</p>	

**In their final thesis, those completing a post graduate training in the application of the Anthroposophic Art Therapies in their own professional field (previous profession), should be able to establish a link between the therapeutic-artistic approach and their professional activity.**

iARTE recognises the following professions as providing the foundation upon which to enrol in post graduate courses to apply the tools and methods of the anthroposophic arts therapies:

Educational, musical, medical-therapeutic fields (i.e. teachers, educators, curative teachers/social therapists, nurses, doctors, psychologists, psychotherapists) as well as artists in the respective fields. People who come from other professions can only receive iARTE recognition if for example, they have completed training as a coach, trainer or supervisor.

**Students from all other professions do not receive iARTE recognition, but instead a certificate of participation in the post graduate course. This information must be clearly presented on the training school's website and the interested parties informed before the training begins!**

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They can also be acquired elsewhere and then proven at the training institution

<sup>39</sup> National disease control laws and the requirements surrounding notifiable diseases must be known.

<sup>40</sup> There are separate assessment rules for post graduate training in one's own professional field

<sup>41</sup> see above the requirements are internationally very heterogeneous

### 3.3 Application Form

## Application for membership in the International Association of Anthroposophic Arts Therapies Educations (iARTE)

#### 1. Information about the applicant training course

Name of the post graduate training.....

Address.....

.....

Country.....

Phone/fax/ email.....

...

Date of application.....

Languages spoken by training leadership

.....

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

3. Please pay the application fee and return the attached form when you send your documents to us.

### 3.4 Course Questionnaire

#### Questionnaire for the accreditation of post graduate training courses in the Anthroposophic Art Therapies – in their profession (or former profession)

International Association of Anthroposophic Arts Therapies Educations (iARTE)

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##### 3.4.1 Post graduate training

Name .....

Legal entity .....

Start date of post graduate training for which accreditation was first sought

.....

Address .....

.....

Phone .....

Fax .....

Email .....

Website .....

Contact (name and email): .....

.....

---

**3.4.2 Aims and objectives of the post graduate training**

3.4.2.1 Our training leads to a supplementary arts therapy qualification in the following areas (e.g. specialist field, special professional fields, etc.):

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

3.4.2.2 What are the objectives of the post graduate training course, what qualifications or competences are aimed for? Please enclose handbook of the modules or list of key competences.

3.4.2.3 How do these objectives relate to the existing or future requirements of your graduates' field of work (how relevant is your post graduate training to professional practice)?

3.4.2.4 Please enclose the concept paper/vision statement<sup>42</sup> of the training.

**3.4.3 Who is able to join the course?**

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

.....  
.....

3.4.3.2 What are the former professions of your applicants?

3.4.3.3 Does a professional training need to have been completed?      yes / no<sup>43</sup>

3.4.3.4 Do applicants have a personal interview?      yes / no

3.4.3.5 Is there a minimum age for students? ..... years

3.4.3.6 Is a period of work experience required before starting the post graduate course?    yes / no

Minimum duration of work experience .....

3.4.3.7 Are there any other conditions?

.....

---

<sup>42</sup> or other suitable documents that describe the training objectives

<sup>43</sup> Delete as appropriate

### 3.4.4 Implementation of the training

3.4.4.1 What form does the post graduate training take?<sup>44</sup>

a. Full-time  or part-time

3.4.4.2 How long is the course? ..... years

3.4.4.3 How many parallel courses are you running? .....

3.4.4.4 What is the total number of training places available? .....

3.4.4.5 What is your time schedule (number of lessons)?<sup>45</sup>

Theory lessons: ..... lessons @ 45 mins

Specialised practice: ..... lessons @ 45 mins

Practical training: ..... lessons @ 45 mins

Total number of post graduate course lessons: ..... lessons @ 45 mins

Number of which are verifiable self-directed studies:..... lessons @ 45 mins

3.4.4.6 What is the ratio between contact lessons, guided self-directed study and free self-directed study during the post graduate training? Reasons for this?

3.4.4.7 Which curriculum does the post graduate course follow? (Please enclose curriculum or summary. (the individual elements of the curriculum need to correlate with the iARTE competence list.

3.4.4.8 Describe your methods and particular approaches<sup>46</sup>

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

---

<sup>44</sup> 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 while training.

Basic training: the training qualifies students for a profession.

Post graduate training or professional development is additional to a basic professional training (e.g. modules on the approaches of Collot d'Herbois, Dr Hauschka etc. or form drawing).

<sup>45</sup> Applies to the entire further training period

<sup>46</sup> Please enter key words or add a separate sheet

3.4.4.9 How do you mentor your students?

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

3.4.4.10 How can the students contribute to the post graduate course?

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

**3.4.5 Completion of post graduate course**

3.4.5.1 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 rules and other evaluation documents and describe your assessment procedures during the training.

3.4.5.2 When and how do you inform your students about the assessment arrangements?

3.4.5.3 What are the criteria that determine whether or not the final assessment test has been passed?

3.4.5.4 What happens when candidates fail to meet the criteria?

3.4.5.5 Is there an intermediate assessment? What form does it take?

3.4.5.6 What are the precise requirements for the final dissertation/paper?

3.4.5.7 How is the oral and practical assessment structured?

3.4.5.8 Graduates of the post graduate training have a state recognized qualification (original name):

.....  
.....

3.4.5.9 Graduates of the post graduate training are recognized by the following institutions (e.g. iARTE, professional associations, Medical Section, etc.)

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

Please enclose a copy of the certificate form

3.4.5.10 Graduates of the post graduate training are qualified to work in the following professional fields:

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

3.4.5.11 How many times has the full post graduate training programme been completed?

Post graduate programme I                      From.....                      To....

Post graduate programme II...                      From....                      To....

Etc.

3.4.5.12 In a given 5-year period: How many students enrolled on your course, dropped out of the course, took a break, are on work experience, graduated in the normal way? What was your total number of students per year?

Period in question	Admissions	dropped out	taking a break	doing work experience	graduated	total students
1 <sup>st</sup> year						
2 <sup>nd</sup> year						
3 <sup>rd</sup> year						
4 <sup>th</sup> year						
5 <sup>th</sup> year						

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

.....  
.....

### 3.4.6 Faculty

3.4.6.1 Who is in charge of your post graduate training?<sup>47</sup>

.....

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

.....

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

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

permanent staff<sup>48</sup>                      \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_

permanent lecturers/guest lecturers<sup>49</sup>                      \_ | \_\_\_\_\_ | \_\_\_\_\_

occasional guest lecturers<sup>50</sup>                      \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_

3.4.6.4 Are there unresolved conflicts among your staff? How do you deal with them?  
Which external consultants do you use for internal conflicts?

3.4.6.5 Please enclose a teacher's contract and the conditions for teaching on a post graduate seminar.

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<sup>47</sup> Please include your management structure and training directors

<sup>48</sup> Permanent staff members can be in part- or full-time employment

<sup>49</sup> Permanent lecturers/guest lecturers are those who teach regularly on the course, but are not employed by it

<sup>50</sup> Occasional guest lecturers: are those who teach occasionally on the course.

3.4.6.6 Is it possible to offer learning support outside the contact hours? To what extent and by whom?

3.4.6.7 How are those mentoring (being co-responsible for post graduate training) involved in the school?

### 3.4.7 Premises and teaching resources

3.4.7.1 What facilities (size) and infrastructure do you have available?

3.4.7.2 Which media, resources, materials do you provide?

3.4.7.3 How do manage access to the various media (literature, internet etc.)?

### 3.4.8 Quality development

3.4.8.1 Do you use a quality development tool? Does your post graduate training follow a certified procedure (for instance iARTE)?

.....  
.....

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

3.4.8.3 Do the teachers have mutual supervision/intervision?

3.4.8.4 How do you document evaluation results?  
(Please include your student questionnaires)

### 3.4.9 Cooperation / Networking

3.4.9.1 Which other training or post graduate trainings are you working with? What form does this collaboration take?

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

3.4.9.2 Are you a member of any national post graduate training associations? Which ones?  
Please submit written confirmation of your membership in the national association or physicians' association in question.

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

3.4.9.3 Do any of your staff members serve on a post graduate training committee (e.g. Council)?

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

### 3.4.10 Outlook

3.4.10.1 What do you see as the necessary steps, changes and development opportunities in the short and medium term?

.....  
.....

### 3.4.11 List of enclosed documents

- 1 Application form
- 2 Mission statement/ concept
- 3 History of the post graduate training
- 4 Module handbook
- 5 Curriculum
- 6 Bibliography
- 7 Distribution of hours and overview
- 8 Completed colour-coded table of competences, as well as the Excel tables showing the distribution of the modules being taught during the course of the programme.<sup>51</sup>
- 9 Documents about your assessment procedures
- 10 Certificate template (showing hours of taught modules and/or competences and work experience)
- 11 Staff list
- 12 Evaluation forms on teaching quality
- 13 state / academic training certificates (if applicable)
- 14 if applicable: written confirmation from the national professional association and the medical society
- 15 Photo material: photos of the training premises, the activities of the students\*, teaching staff
- 16 Annual reports (if available)
- 17 Post graduate training brochures
- 18 Questionnaires for students (only post graduate courses)
- 19 Teacher's contract and conditions for teaching on post graduate courses.(if available)

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<sup>51</sup> For handling:

1. please choose the list that represents the total duration of the training (3, 4 or 5 years)
2. please fill in the columns which show the correct minute details of your teaching units ( 45 or 60 min.) As the iARTE bases its list of competences on 45min. units, the table converts - if the teaching units last 60 min. in your training - these into 45min. units.

### 3.5 Questionnaire for post graduate training participants



iARTE

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

Post graduate training .....

Year of graduation .....

Dear students,

You have completed a post graduate training in the art therapies. This provides you with supplementary therapeutic tools and methods for use in your existing profession.

We are interested as a certifying body in learning how you experienced the post graduate course and whether you feel suitably prepared for the work you have in mind. We are therefore asking you kindly to answer the following questions (preferably in German or English) and send them anonymously (i.e. without names) to the coordination office (see Appendix 9).

(Please circle as follows: from 1= 'strongly disagree' to 5= 'strongly agree')

1. How did you find the overall content of the course?	1 2 3 4 5
2. Did you find the inspiration and insights gained from the course valuable and enriching?	1 2 3 4 5
3. Did you feel that your individual training needs were met and understood on this course?	1 2 3 4 5
4. How well prepared do you feel for applying the newly acquired knowledge and skills	
a) in your own practice	1 2 3 4 5
b) with regard to specialist knowledge	1 2 3 4 5
c) therapeutically (reflection, supervision)	1 2 3 4 5
Comments:	

<p>5. How did you experience</p> <p>a) The expertise of the lecturers</p> <p>b) The competence of the course management</p> <p>c) The structure and quality of teaching</p> <p>Comments:</p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
<p>6. How did you find</p> <p>a) the guidance given by tutors (regarding the application of the content)</p> <p>b) the technical content (onesided, diverse?)</p> <p>c) the support provided for assignments or self-directed study</p> <p>d) the premises and learning facilities (i.e. projector, blackboard, etc.)</p> <p>Comments:</p>	<p>1 2 3 4 5</p>
<p>7. What would you wish to see in future post graduate courses ?</p>	

Thank you for your help.

Date, place .....

### 3.6 Notes on the presentation of the training

Guidelines for presenting a post graduate training course at the Conference of Member Schools of the International Association at the Goetheanum (Dornach, Switzerland) in January each year (January Conference)

The further training presentation consists of a **lecture** using texts and images, followed by a **discussion** and a **display of written work from the course**.

The post graduate training presentation should last about 45 minutes and include:

1. Introduction: short history of the post graduate training initiative, *place, country, facilities and surroundings*
2. Presentation of the post graduate training concept: key artistic and therapeutic focal points and the methodology: **How are the artistic and -therapeutic skills and knowledge trained in the context of the post graduate training?**
3. Information *about the current post graduate course*: full-time/part-time, contact hours/independent study time, number of graduates, work experience, inter- and supervision, with examples of work, music, language from all training years.
4. *Self-assessment*: strengths/weaknesses? What is still missing from the post bgraduate course? What support would be helpful?
5. *Outlook and development*: What are the next steps?
6. **a display of examples of the written work of the graduates, such as note books, course folders, written annual and final theses**

This is followed by **15 minutes** of **discussion** with the training leaders present.

For the presentation, mobile display boards and tables, as well as a power point projector and screen are available.

### 3.7 Auditing Report Form

Name of post graduate training:

Name of auditor:

Date:

Basis for decision (recognition criteria)		yes	no
1.	Fully completed application documents have been received		
2.	The main teachers have experience in teaching Anthroposophic Art Therapies		
3.	The teachers participate in a supervision or peer review process with colleagues		
4.	The objectives of the training can be attained using the tools and methods listed		
5.	Tuition fees, premises and resources are adequate		
6.	The training is confirmed as including ..... learning units (@ 45 minutes), of which ..... units is contact time		
7.	The curriculum is based on list of competences		
8.	The subjects covered are directed towards the graduates' field of practice (target areas).		
9.	There are clearly set out forms of ongoing evaluation (demonstration lessons, intermediate assessments)		
10.	There are regular conversations with students about their progress		
11.	Regular mentoring of students is in place		
12.	The assessment conditions have been submitted and reflect the List of Competences		
13.	The training ends with an internal assessment of the skills and knowledge acquired.		
14.	The concluding theses relate to the professional fields of graduates		
15.	The students have been informed in writing about the procedure to be followed should they fail their assessment.		
16.	Practical work experience in line with the curriculum, is guaranteed (if required)		
17.	Tuition fees including fees for the examination and diploma are made known to students when they begin their training		
18.	The post graduate course aims to be a member of iARTE and thereby gain recognition from the Medical Section at the Goetheanum.		
19.	The school's leadership is able to indicate possible development options.		
20.	The school's leadership is sufficiently informed about the procedure for granting diplomas by the Medical Section /iARTE		

Auditor's signature:

### 3.8 Dates Coordination Office

a. Address of the coordinators's Office:

Simone Lindau  
Poststr. 10  
D – 79730 Murg  
Germany  
[simone.lindau@medsektion-ikam.org](mailto:simone.lindau@medsektion-ikam.org)

b. Payment of accreditation fee into the iARTE training account:

<b>New:</b>	Name of bank:	PostFinance AG
	Address of bank:	Mingertstr. 20 CH - 3030 Bern Switzerland
	Account name:	International Association of Anthroposophic Arts Therapies Educations iARTE Dornach
	IBAN:	CH29 0900 0000 1549 2307 7
	BIC:	POFICHBEXXX
	euroSIC Clearing-NR.:	090002

### 3.9 Fees

#### Post graduate Courses that do not lead to the title of Anthroposophic Arts Therapist

- The base price of accreditation is **500 euros** for the initial accreditation. A surcharge is individually controlled according to expenditure. The iARTE pays the auditor up to 12 hours a 35 € (420 €). The expenses for the on-site visit are paid by the further training.
- The basic fee for reaccreditation is currently **300 euros**. This amount may be increased in the case of a serious change in the teaching programme which requires special efforts for re-accreditation.

#### Member Contributions of the iARTE

- Associate (Cooperating) training: annual fee **€ 45**
- Post graduate Training Courses that do not lead to the title Anthroposophic Arts Therapist: **250 € P.J. + € 5 per student**
- Training: € 500 per year + € 5 per student (up to max. 50 students)
- trainings, which also carry out further trainings: **500 € P.J. + € 5 per student** (up to 50 students.) - Regardless of whether the students participate in a training or further training

#### Certificates and confirmations

- Individual certificates and confirmations (international certificates of the Medical Section) cost 90 € per person and have to be requested separately via the iARTE. From the € 90, € 60 go to the Medical Section and 30 € to the iARTE.