



iARTe

International Association of Anthroposophic Arts Therapies Educations

In cooperation with the Medical Section at the Goetheanum Dornach

**Handbook for the accreditation of postgraduate courses**  
for applying the tools of anthroposophic arts therapies in one's  
own professional field/pre-profession

April 2026

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# 1 Preface

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

- Sharing experiences and developing the therapeutic approach 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)<sup>1</sup>.

The following specialist fields of Anthroposophic Arts Therapies and Therapeutic Arts 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 quality assurance procedures for postgraduate courses which qualify students to apply tools and methods of anthroposophic arts therapies in their own professions.

iARTE recognises the following (previous) professions:

pedagogical-didactic, agogic, medical-therapeutic (teachers, educators, curative educators, social pedagogues, social therapists, nurses, doctors, psychologists, psychotherapists) as well as artists in the respective field. Confirmation of profession (previous profession) has to be presented to iARTE with a degree. This is evidence of already existing competences.

All other professions that are neither artistic, therapeutic or educational cannot be considered eligible. An exception is documented training/further training as a coach, trainer or supervisor.

Postgraduate courses as defined above offer training in the application of specific procedures and approaches<sup>2</sup>, techniques (e.g. only form drawing) and contents drawn from the broad spectrum of the anthroposophic art therapies<sup>3</sup>, or which are tailored in a one-sided way to the needs of a special client group<sup>4</sup>. They can vary in terms of the number of hours (there is a minimum of 750 hours at 45 minutes), and do not contain the full spectrum training required to become an Anthroposophic Arts Therapist<sup>5</sup>.

The need to recognise postgraduate training has arisen from different perspectives:

- interested applicants looking for a place to do a postgraduate course
- institutions concerned for the quality of postgraduate training and the competence of their teaching staff
- Institutions working together to improve quality

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<sup>1</sup> See Appendix 3.1: iARTE Bylaws

<sup>2</sup> e.g. approaches such as those of Liane Collot d'Herbois, Margarethe Hauschka or others, linked to a course program

<sup>3</sup> e.g. support for children, curative education or other client groups

<sup>4</sup> e.g. with children, special needs education or other client groups

<sup>5</sup> The accredited vocational training and study programs have a comparable quality standard, which is evaluated on the basis of a specific list of competences and comprises at least 3,000 hours at 45 minutes. The iARTE competence list is based on the internationally agreed professional profile of anthroposophic art therapies. The vocational training and study programs for Anthroposophic Arts Therapists are in addition based on the national professional profiles and their competencies.

- the Medical Section in cooperation with the iARTE
- professional associations with regard to the competences of their members.

The accreditation process described here serves the mutual recognition of postgraduate training courses for applying 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 as a reciprocal process, in the sense of quality development, 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>6</sup>, which serves as a basis for evaluation. The recognition of postgraduate courses is carried out by iARTE as the accreditation body of the Medical Section.

Every postgraduate course seeking accredited membership of iARTE acknowledges the Executive Board, the membership assembly and the bylaws of iARTE and agrees to appoint a delegate to attend the Annual Membership Assembly once it has attained 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.

The regulations in this iARTE handbook must be implemented by the accredited members at the latest when a new postgraduate course program begins in a school. There is a certain degree of flexibility in agreement with the iARTE board, but implementation is desired as soon as possible.

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<sup>6</sup> See Appendix 3.2: iARTE competence list, page 15

## 2 The accreditation process

### 2.1 Overview of the overall process

#### a) Application

Postgraduate courses seeking iARTE accreditation must apply **in writing**. First accreditation within the meaning of iARTE is only possible after the first course has been completed and is always retroactive, i.e. after the first postgraduate course group has finished their studies, accreditation can be obtained retroactively for this first course and the subsequent courses. Those who complete the first postgraduate training course will receive an iARTE confirmation upon request and, if desired, a certificate from the Medical Section confirming that they have completed the course. The applicant institution will submit all accreditation documents required for the admission process to the Administrative Office and the **Accreditation Commission**<sup>7</sup> (AK) of iARTE, which reviews and checks them for completeness and then forwards them to the auditor (for more details, see 2.2).

The documents must be submitted in English or German.

The AK allocates the auditor for the applying school/study course and passes the application documents on to this auditor.

Before submitting their application, it may be advisable for the applying institution to seek the support of an (iARTE approved) mentor who can provide advice and assistance during the application process<sup>8</sup>.

#### b) Evaluation

Evaluation consists in

- a self-assessment: Applicants collate documents that convey an overall picture of their postgraduate training course based on an accreditation questionnaire.
- an evaluation of the self-assessment by the auditor.
- an evaluation of the completed questionnaires filled in by students.

The necessary documents are listed in the **Accreditation Questionnaire** (see Appendix 3.4).

The completed Accreditation Questionnaire and required attachments must show that

- the postgraduate course enables students to gain the necessary competences (as set out in the iARTE List of Competences)<sup>9</sup>.
- the postgraduate 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 postgraduate 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 **new accreditation after 10 years**, previous documents that are still valid may be submitted **together with updated papers**, but must be oriented towards the list of competences.

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

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<sup>7</sup> 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.

<sup>8</sup> It can be fruitful in this respect if the mentor leads another postgraduate training course and already has experience in dealing with the application process.

<sup>9</sup> The scope, goal and purpose of the postgraduate course guide the choice of competences to be assessed.

### **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 postgraduate training.

The evaluation report is submitted to iARTE (AK, Executive Board) and the institution providing postgraduate 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 postgraduate training. In the course of this process, adjustments can be made with regard to curriculum and structure. The time frame for making the adjustments is agreed with the auditor and documented.

Afterwards the report is reviewed again by the postgraduate training and the auditor until a common consensus is reached and the result can be communicated to the Executive Board. The report underpins the recommendation to accredit the postgraduate course, accredit it with conditions or not to accredit it. In addition to this procedure, the postgraduate training course presents itself at one of the two annual hybrid iARTE conferences (in January at the Goetheanum in Dornach and in June/July at an iARTE member institution), either in person on-site or online.<sup>10</sup> The Membership Assembly can then get to know the training and ask questions. Subsequently, the Executive Board conducts a feedback meeting with the postgraduate training institution and decides on the admission and informs the Head of the Medical Section of the decision. The decision is then communicated in writing to the postgraduate training institution.

### **d) Accreditation Certificate**

If accreditation is successful, the applying postgraduate training centre will receive an iARTE certificate.

Once accredited, it may use the following statement on promotional material and on its website:

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

The postgraduate 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 desired and for a fee, an additional international certificate of the Medical Section as an enclosure to their diploma.

In being admitted, those responsible for the postgraduate courses declare their readiness to work with the Medical Section by taking part in the meetings of the Membership Assemblies.

The accreditation is granted for a period of maximum 10 years. Then a renewed accreditation must be applied for. The Administrative Office notifies the postgraduate training institution 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 postgraduate 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 for processing if necessary.

A charge is due to cover the expenses of the AK and the auditors (see Chapter 2.4: Fees Schedule).

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<sup>10</sup> Guidelines for the presentation of postgraduate trainings are provided (see p. 41).

## 2.2 The accreditation process in 9 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 iARTE:

- Administrative Office's address:

**iARTE**  
**c/o Medizinische Sektion**  
**Postfach**  
**CH-4143 Dornach**  
[karin.gaiser@medsektion-goetheanum.ch](mailto: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.).
- If the required documents have been submitted by 30 April of the previous year at the latest, the Accreditation Commission (AK) will endeavour to process them quickly so that a presentation to the iARTE community can take place in 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.
- The Administrative Office checks the documents for completeness and clarity. If necessary, corrections/supplements will be requested. The applicant submitting the application has three months to submit all missing documents.

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 assessment undertaken by an auditor appointed by the Accreditation Committee (AK).
4. Writing of the audit report and transmission with possible additional requirements to the postgraduate training (see Appendices 3.5 and 3.7)
5. Active feedback process between the auditor and the postgraduate training.
6. Presentation of the post graduate training at one of the two annual hybrid iARTE conferences (in January at the Goetheanum in Dornach and in June/July at an iARTE member institution), either in person on-site or online (see Appendix 3.6).
7. Recommendation for accreditation is sent to the Executive Board. The Executive Board notifies the Head of the Medical Section of the decision.
8. The accreditation is confirmed in writing to the applicant. The postgraduate training receives membership confirmation from iARTE.
9. The iARTE receives a final version of the school's documentation in electronic form.

## 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 specific field, methods and art therapy approach offered in the postgraduate course.

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 postgraduate training.

All auditors should have undergone training within the Medical Section or at least through iARTE to carry out accreditations of postgraduate 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 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 postgraduate training institution. If an applicant institution has to withdraw its application, the Administrative Office of iARTE must be informed in writing immediately. The fees are to be paid independently of this.

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](mailto: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 Student questionnaire
- 3.6 Audit report form
- 3.7 Guidelines for the presentation of schools

## 3.1 iARTe Bylaws



iARTe

**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<sup>11</sup>.

The iARTe brings the following fields of anthroposophic therapies and therapeutic arts 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 non-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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<sup>11</sup> 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 1<sup>st</sup> and ends on November 30<sup>th</sup>.

### **4. Membership**

1. The Association recognises anthroposophic arts therapies trainings throughout the world<sup>12</sup>.
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 after the 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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<sup>12</sup> 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.

### 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.
4. All decisions are to be recorded in writing in minutes.

### 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 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.

### Management of the association's affairs

The Executive Board is generally responsible for managing the association's affairs.

The Executive Board may delegate the management of the association's affairs or individual tasks in whole or in part to individual members of the Executive Board, members of the association, or external third parties.

The terms and conditions of the delegation, as well as the powers and duties of the delegated persons, are settled by organizational regulations or by a resolution of the Executive Board.

The delegated person(s) must be accountable to the Executive Board.

### Ending of board membership

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 Assemblies on 06.01.2022 and on 07.01.2026.

## 3.2 iARTE List of Competences

April 2026

### Preface

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 these need to remain flexible so that postgraduate training courses can respond creatively to the differing conditions that exist in each country.

*How* the skills and competences are taught is for the particular postgraduate training institution 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 anthroposophical-medical foundation of the postgraduate training concept. These are the foundations upon which the tools and methods of the anthroposophic arts therapies are to be taught in the postgraduate courses.

The hours that are indicated should be considered as reference points. The **required minimum number** of hours of training time in postgraduate courses, *must not fall below* 750 hours. Each postgraduate course has its own educational focus, Individual subject areas can therefore be covered in more or less hours than indicated in the list of competences. All postgraduate 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 competence area 11.

The iARTE has agreed the following **guidelines** for postgraduate courses:

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

A total of **750 learning hours** is expected as a minimum.<sup>13</sup> These are divided into at least 375 hours of contact time (instruction) and 375 hours of self-study time with supervision. These times can be *exceeded, but not reduced*.

For postgraduate 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 postgraduate course).

As part of its assessment, iARTE requires a final thesis relating to the professional field.

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<sup>13</sup> Comparing the extent of hours to ECTS credits, a postgraduate course of 750 hours at 45 minutes is, regarding time extent, equivalent to about 22 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.

**Online-only courses** (100% online teaching) cannot be accredited by iARTE.

At least 85 hours of 45 minutes each must be taught in person from the contents of competencies 2, 3, and 7 of the iARTE list of competences according to the current handbook. (This corresponds to 20% of the minimum total number of hours of postgraduate courses, or two full-time teaching weeks, or, in the case of a 3-year postgraduate course program, 1–2 teaching weekends per year.)

If a postgraduate course program offers only the absolute minimum of face-to-face teaching, this must be approved by the iARTE board upon application.

No postgraduate course program is required to offer online teaching in accordance with iARTE guidelines. All teaching units can be held in the form of face-to-face teaching on-site.

**Internships** can consist of various areas of practical professional experience. The minimum number of 100 hours at 45 minutes includes at least 50 hours of client contact time in the four areas listed below, as well as 50 hours of preparation and follow-up work.

The hours can be freely distributed among the following areas:

1. Observation in the field of art therapy of the specialisation
2. Volunteer work based in salutogenic principles
3. Project work/case study
4. **A total of at least 25 hours of Self-directed, supervised work with clients in the field of the pre-profession**

The postgraduate course leadership is responsible for mentoring, including the responsibility to establish the required qualification of the mentors.

The iARTE expects at least one case documentation from the internships from each graduate (as an examination component of the postgraduate course).<sup>14</sup>

### **Qualification of lecturers**

Postgraduate courses in the pre-professional field must be led by a trained art therapist in order to receive accreditation from iARTE/Medical Section.

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<sup>14</sup> Guidelines can be provided on request.

## A. Competences required for postgraduate courses for the application of anthroposophic art therapies in the pre-profession

For postgraduate courses in the pre-profession, the list of competences can be modified accordingly and the number of hours can be reduced. However, it must contain essential competences that are necessary for the application of specific anthroposophical art therapy methods (depending on the content/focus of the postgraduate course).

A postgraduate course in the application of anthroposophic art therapy means and media in the pre-profession must demonstrate at least 750 total hours, of which at least 375 hours must be contact time. The other hours are distributed between self-learning time and possible practical training.

The hours indicated in the list of competences refer to the scope of a vocationally qualifying training. Postgraduate courses can use this to determine the weighting of the topics and formulate their own goals.

Competences	hours = teaching units of 45 min. (≅ 60 min. units)
<p><b>1. Acquiring and integrating basic anthroposophical concepts<sup>15</sup></b> (foundation for practising the profession of an anthroposophic art therapist)</p> <ul style="list-style-type: none"> <li>a. A basic understanding of the anthroposophical conception of the world and the human being.</li> <li>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).</li> <li>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.</li> </ul>	<p><b>50 (37.5)</b></p>
<p><b>2. Basic artistic competences</b> (required for the practice of art therapy)</p> <ul style="list-style-type: none"> <li>a. Graduates can demonstrate an adequate level of artistic competency in a professional field (speech, music, painting, sculpture) both practically and theoretically.</li> <li>b. Graduates have knowledge of art history and the historical context of their professional field.</li> <li>c. Graduates can master the artistic media that are relevant to their specialist field.</li> <li>d. Graduates are able to reflect on and assess their own artistic skills and expertise.</li> <li>e. Graduates treat the materials and instruments they use in a professional and respectful manner.</li> </ul>	<p><b>250 (187.5)</b></p>

<sup>15</sup> A list of literature will be presented by the training centre/university.

<p><b>3. Using the artistic process therapeutically</b> (fundamentals of anthroposophic art therapy)</p> <ul style="list-style-type: none"> <li>a. Graduates have learned to recognise the effects of the materials and artistic media they are using and know when they should be applied.</li> <li>b. Graduates have acquired sufficient experience in using the materials of their art for therapy and therapeutic exercises.</li> <li>c. Graduates can classify and distinguish between the principles of artistic processes and therapeutic processes.</li> <li>d. In looking at and experiencing a piece of artwork<sup>16</sup>, graduates are able to recognise and understand its artistic potential whether it is their own or another person's work.</li> <li>e. Graduates can use their knowledge and experience to apply the skills of their profession in a direct and focused way<sup>17</sup>.</li> </ul>	<p>600 (450)</p>
<p><b>4. The medical foundations and anthroposophical understanding of the human being</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.<sup>18</sup></li> <li>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)<sup>19</sup> and know how to obtain further information if necessary.</li> <li>e. Graduates can understand the similarities and differences between anthroposophic and mainstream medicine and put them into context.</li> <li>f. Graduates are able to discuss this in various contexts.<sup>20</sup></li> <li>g. Graduates have a good grasp of medical terminology.</li> </ul>	<p>300 + 150<sup>21</sup> (225 + 112.5)</p>

<sup>16</sup> Visual and temporal arts have distinctly different possibilities.

<sup>17</sup> Differentiated in competence 6.

<sup>18</sup> Examples in lessons, guidelines for the study of sources, specialist literature.

<sup>19</sup> Overview, sources of information, necessary understanding that is relevant to the condition of a particular patient.

<sup>20</sup> For example communicating with doctors, other therapists, the wider public etc.

<sup>21</sup> 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.

<p><b>5. Basic knowledge and understanding of human development, biography, education and psychology</b></p> <ul style="list-style-type: none"> <li>a. Graduates have up-to-date knowledge of human development.</li> <li>b. Graduates are familiar with the anthroposophical approach to human development and are able to relate it to mainstream ideas.</li> <li>c. Graduates have a basic understanding of biographical development (in the light of anthroposophic biography work).</li> <li>d. Graduates are able to identify and evaluate crisis situations in themselves and in others. (They also know where to look for help).</li> <li>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.</li> <li>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.</li> </ul>	<p>120 (90)</p>
<p><b>6. Professionalising therapeutic measures and procedures</b> (general (diagnostic) procedures<sup>22</sup>, therapy planning, therapeutic goals)</p> <ul style="list-style-type: none"> <li>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.<sup>23</sup></li> <li>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)<sup>24</sup></li> <li>c. Graduates know the importance of hearing a patient's history before creating a therapy plan<sup>25</sup>.</li> <li>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.</li> <li>e. Graduates are able to apply and carry out basic diagnostic procedures in their professional work.</li> <li>f. Graduates can formulate therapy needs based on the physician's prescription, the medical history, the assessment of a client and through diagnostic exercises.</li> <li>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.</li> <li>h. Graduates know how important it is to document the therapeutic process and can do so proficiently (create a patient file).</li> </ul>	<p>250 (187.5)</p>

<sup>22</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>23</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>24</sup> For example: Marianne Altmeier (1995): *Der kunsttherapeutische Prozess*

<sup>25</sup> Fundamental principles for implementing this in a professional way are conveyed.

<p>i. Graduates can successfully implement a therapeutic treatment plan.<sup>26</sup> They can bring the treatment plan to a conclusion in a professional way and produce a factually detailed therapeutic report.</p>	
<p><b>7. Professional behaviour, conversation techniques, reflection and supervision</b></p> <p>a. Graduates have learnt how to lead professional conversations<sup>27</sup> and understand the need for a professional approach.</p> <p>b. Graduates know about transference and counter-transference in the therapeutic context. They can recognise and deal with projections and resistance appropriately.</p> <p>c. Graduates have learnt to behave professionally<sup>28</sup> and appropriately and to reflect on the therapeutic process.</p> <p>d. Graduates can assess the effect they have on others and reflect on their own actions and attitudes.</p> <p>e. Graduates have knowledge of stress management techniques and can identify stress factors in clients and in themselves<sup>29</sup>.</p> <p>f. Graduates understand the importance and relevance of supervision in their professional field and if necessary will ask for it.<sup>30</sup></p>	<p><b>30 (22.5)</b></p>
<p><b>8. Innovation and Research</b> (further development of anthroposophical arts therapy and future perspectives)</p> <p>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.</p> <p>b. In this context graduates can find motivation to explore new questions. They can discover new aspects of their own profession.</p> <p>c. Graduates are able to accompany the processes they experience in themselves and in others with a spirit of enquiry and interest.</p> <p>d. Graduates are competent in studying the relevant literature resources and have a basic knowledge of Goethean phenomenology and related scientific research.<sup>31</sup></p> <p>e. Graduates are able to make their own contributions to research in their specialist field and can assess and evaluate them<sup>32</sup>.</p> <p>f. Graduates are able to process, interpret and professionally present research results and findings.</p>	<p><b>30 (22.5)</b></p>

<sup>26</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>27</sup> Introduction to basic conversation techniques

<sup>28</sup> Assessing personal weaknesses and strengths, work experience

<sup>29</sup> Graduates should be able to evaluate these factors and apply the necessary measures to overcome them.

<sup>30</sup> The training must refer to this and, if required by national professional law, also require supervision (e.g. in the internship).

<sup>31</sup> To be weighted differently in a university context compared to a training centre.

<sup>32</sup> Case reports, scientific assignments, project research etc.

<p><b>9. Personal development<sup>33</sup>, life-long learning, further training</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Graduates can formulate and implement goals for their own development and learning.</li> <li>c. Graduates are aware of their own limitations and resources.</li> <li>d. Graduates are aware of possibilities for life-long learning and of the importance of making use of professional development opportunities.</li> </ul>	<p><b>10 (7.5)</b></p>
<p><b>10. Legal context of professional practice<sup>34</sup>: Professional status, ethics, legalities</b></p>	<p><b>50 (37.5)<sup>35</sup></b></p>
<p><b>10a–d Professional status</b></p> <ul style="list-style-type: none"> <li>a. Graduates know how art therapy has grown and developed historically.</li> <li>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.</li> <li>c. Graduates are suitably knowledgeable with regard to their professional practice as anthroposophic art therapists and the wider context of anthroposophic medicine and therapy.</li> <li>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.</li> </ul>	<p><b>20 (15)</b></p>
<p><b>10e Professional ethics</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>10 (7.5)</b></p>
<p><b>10f–o Professional rights (national laws)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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</li> </ul>	<p><b>20 (15)</b></p>

<sup>33</sup> For example a number of training centres work with Rudolf Steiner’s six subsidiary exercises during training (in Italy).

<sup>34</sup> This is the way in which the specific legal requirements of each country apply to the therapeutic profession.

<sup>34</sup> total hours

<p>aware of the national rules concerning the promotion of the healing professions.</p> <ul style="list-style-type: none"> <li>i. Graduates know about the applicable rates of remuneration in their national health system.</li> <li>j. Graduates know about the insurance they will need in order to practise their profession.</li> <li>k. Graduates know about data protection laws in their country and how to use them in order to protect the privacy of their clients.</li> <li>l. Graduates know about the need to observe clients' confidentiality.</li> <li>m. Graduates are familiar with national copyright laws for art works.</li> <li>n. Graduates know how to act professionally and prudently in emergency situations or accidents<sup>36</sup>.</li> <li>o. Graduates are familiar with regulations concerning hygiene and notifiable diseases<sup>37</sup>.</li> </ul>	
<p><b>11. Examinations</b></p> <p>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.</p> <p>iARTE does not require grading. For iARTE, an examination and examination papers must demonstrate the acquisition of competences as shown in the competence list.</p> <p>Proof of therapeutic competences acquired through the postgraduate course is provided by the final thesis, which includes at least one case documentation from the professional field.</p> <p>Artistic and knowledge examinations are carried out practically and in writing. The form is up to the institution<sup>38</sup> but should reflect all three areas.</p> <p>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.</p>	

In their **final thesis**, those completing a postgraduate 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 the specific requirements of their professional activity**.

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

Pedagogical-didactic, agogic, 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 is proven training/postgraduate training as a coach, trainer or supervisor.

<sup>36</sup> 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.

<sup>37</sup> National disease control laws and the requirements surrounding notifiable diseases must be known.

<sup>38</sup> The requirements are very heterogeneous internationally.

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

#### **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 the 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).**

### 3.3 Application Form

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

#### 1. Information about the applying postgraduate training

Name of the postgraduate training: .....

Address of the training institution: .....

.....

Country: .....

Phone number: .....

E-mail: .....

Date of application: .....

Languages spoken by the school's directors: .....

.....

1. Please enclose the documents in the order specified in the handbook.

2. 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 postgraduate training courses of Anthroposophic Art Therapies in one's own profession (or former profession)

International Association of Anthroposophic Arts Therapies Educations (iARTE)

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### 1 Postgraduate training institution

Name: .....

Legal entity: .....

Start of the postgraduate 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 Aims and objectives of the postgraduate training

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

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

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

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2.4 Please enclose your training concept/vision statement<sup>39</sup>.

## 3 Who is able to join the course?

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

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<sup>39</sup> or other suitable documents that describe the training objectives

3.2 What are the former professions of your applicants?

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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 the postgraduate course?  Yes  No

Minimum duration of work experience: \_\_\_\_\_

3.6 Are there any other conditions for school entrance?

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## 4 Implementation of the training

4.1 What form of training do you offer?<sup>40</sup>

a.  Full-time training

b.  Part-time training

4.2 How long does the postgraduate training take? \_\_\_\_\_ years

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<sup>40</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 during their training.

4.3 How many parallel training courses are you running? .....

4.4 How many training places do you offer? .....

4.5 What is the time schedule for your postgraduate training (number of units)?<sup>41</sup>

Theory:	.....	lessons of 45 min.
Specialist practice:	.....	lessons of 45 min.
Practical training and activity:	.....	lessons of 45 min.
Total lessons of postgraduate 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 postgraduate training? Reasons for this?

.....

.....

.....

.....

4.7 Which curriculum does the postgraduate training course follow?

Please enclose curriculum or summary. The individual curriculum items must relate to the corresponding competences on the iARTE List of Competences.

.....

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4.8 Describe your methods and particular approach<sup>42</sup>.

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<sup>41</sup> Refers to the duration of the entire postgraduate training

<sup>42</sup> Please enter key words or add a separate sheet.

4.9 How do you mentor your students?

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4.10 How can the students contribute to the structure of the postgraduate course?

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5 Conclusion of the postgraduate course

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

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

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5.4 What happens when candidates fail the exam?

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5.5 Are there intermediate exams? In which form?

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

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

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

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5.9 Graduates of the postgraduate course are recognised by the following institutions (e.g. iARTE, professional associations, Medical Section etc.)

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.....

Please enclose a copy of a certificate.

5.10 Is your postgraduate course recognized as a continuing education program by organizations representing related pre-professions (e.g., teachers)?

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5.11 Graduates of the postgraduate training are qualified to work in the following professional fields:

.....

.....

.....

.....

5.12 How many times has the full post graduate training program been completed?

Postgraduate course I	from	to
Postgraduate course II	from	to
etc.		

5.13 In a given 5-year period: How many students were enrolled in your postgraduate 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						

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

.....

.....

.....

.....

6 Staff

6.1 Who runs your postgraduate training course?<sup>43</sup>

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

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<sup>43</sup> Please state your management structure and the heads of training.

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

	Name	profession/ acad. degree	range of duties   number of lessons
permanent staff <sup>44</sup>			
permanent lecturers/ guest lecturers <sup>45</sup>			
occasional guest lecturers <sup>46</sup>			

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

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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?

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

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<sup>44</sup> Permanent staff members are in part- or full-time employment.

<sup>45</sup> Permanent lecturers/guest lecturers teach regularly in the course, but are not employed by the school.

<sup>46</sup> Occasional guest lecturers teach occasionally in the course.

## 7 Premises and teaching materials

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

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7.2 Which media, resources, materials do you provide?

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

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## 8 Quality development

8.1 Do you use a quality development tool? Is your postgraduate training course certified according to a particular procedure (iARTE, for instance)?

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

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8.3 Do the teachers use supervision and peer review?

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

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## 9 Cooperation/Networking

9.1 Which other trainings and postgraduate trainings are you working with? What form does this collaboration take?

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9.2 In which educational contexts or networks are you a member?  
Please submit written confirmation of the collaboration, if applicable.

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

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## 10 Outlook

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

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## 11 List of Appendices

- Application form
- Mission statement/concept
- History of the postgraduate training
- Module handbook
- Curriculum
- List of literature
- Distribution of hours and overview
- Completed colour-coded table of competences, as well as the Excel tables for the distribution of the taught modules over the time of the postgraduate training<sup>47</sup>
- 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
- if applicable: written confirmation of the collaboration in educational contexts or networks
- Visual material: photos of the training rooms, the activities of the students, teaching staff
- Annual reports (if available)
- Flyers of the postgraduate training
- Questionnaires for students
- Lecturers' range of duties and stipulations regarding ongoing professional development (if available)

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<sup>47</sup> The tables are sent separately by the Administrative Office of iARTE. They must be completed for the auditor.

1. Please select the list that represents the total duration of the postgraduate 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 postgraduate training last 60 min.

### 3.5 Questionnaire for postgraduate 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 an artistic-therapeutic postgraduate training which provides you with supplementary therapeutic tools and methods to use in your original profession.

As the certifying institution, we are interested in how you experienced the postgraduate course and whether you feel suitably prepared for the work you have in mind. We therefore kindly ask you to answer the following questions (preferably in German or English) and send them anonymously (i.e. without names) to the Administrative Office of iARTE (see page 8).

(Please tick: from 1 = 'I do not agree at all' to 5 = 'I agree completely')

1. How did you like the overall content of the postgraduate course?	1 2 3 4 5
2. Were you able to experience inspiration and insights from the post graduate course as valuable and enriching for you?	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 prepared do you feel for applying the newly acquired knowledge and skills in your professional activities? a) for practical application in your previous profession	1 2 3 4 5

<p>b) in terms of theoretical expertise</p> <p>c) therapeutically (reflection, supervision)</p> <p>Comments:</p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
<p>5. How did you experience:</p> <p>a) the expertise of the lecturers?</p> <p>b) the competence of the school directors?</p> <p>c) the structure and didactics of the lessons?</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 experience:</p> <p>a) the guidance given by tutors (regarding the applicability of what has been learned)?</p> <p>b) the technical content (onesided, diverse)?</p> <p>c) the support provided for assignments etc. during self-directed study?</p> <p>d) the premises and learning facilities (i.e. beamer, blackboard, etc.)?</p> <p>Comments:</p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4</p> <p>1 2 3 4 5</p>

7. What do you wish for postgraduate courses in the future?	
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Thank you for your help.

Date, place: .....

## 3.6 Guidelines for the presentation of the training

Guidelines for presenting a postgraduate training course at the iARTE January conference at the Goetheanum in Dornach or at the iARTE summer conference. The presentation is preferably held on-site. However, if a travel to Dornach, or to the venue of the summer conference, is not feasible, it can instead be held online.

The presentation of the postgraduate training course consists of **A) a lecture** accompanied by a digital presentation (e.g. a PowerPoint presentation), a subsequent **discussion** and **a display of work from the course**.

- The postgraduate training presentation should last 30 minutes, followed by 15 minutes for discussion and a display of work by graduates (i.e. a total time slot of 45 minutes).

The presentation consists of the following parts:

1. Introduction: short history of the postgraduate training initiative, *place, country, facilities and surroundings*
2. Presentation of the postgraduate 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 postgraduate training?**
3. *Self-assessment*: Strengths/weaknesses? What is still missing in the postgraduate course? What support would be helpful?
4. *Outlook and development*: What are the next steps?

For postgraduate programs with more than one art therapy specialization or multiple study programs or locations, the presentation time of 30 minutes may be extended by 10 minutes for each additional specialization or study program, up to a maximum extension of 30 minutes (i.e., 30 minutes for the school's presentation, including the first specialization, plus a maximum of 3 × 10 minutes for 3 additional specializations or study programs). The maximum time for a presentation with an extension (for 3 additional specializations/programs), including time for discussion, is therefore 75 minutes.

***The presentation is followed by 15 minutes discussion and a display of exemplary written work by graduates, e.g. study books, epoch books, written annual and final theses, as well as art work if time permits.*** Examples of these materials can, if feasible, be included in the digital presentation or, if the presentation is held on-site and the school wishes so, displayed on-site. If the exhibition is on-site, it can also be viewed there during the break(s).

For on-site presentations, mobile display boards and tables as well as a beamer and screen are available.

We recommend that schools presenting on-site create a slide show of the exhibition that can be shown during the break. This will allow online participants to follow along with the exhibition.

A template for a PowerPoint presentation with helpful hints is available via the iARTE Administrative Office.

### 3.7 Auditing Report Form

Name of the postgraduate training: .....

Name of the auditor: .....

Date: .....

Basis for decision (recognition criteria)		yes	no
1.	Application documents have been completely submitted.	<input type="checkbox"/>	<input type="checkbox"/>
2.	The main teachers have experience as instructors in anthroposophic arts therapies.	<input type="checkbox"/>	<input type="checkbox"/>
3.	The teachers use supervision and peer review.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The postgraduate training course can reach its aims with the tools and methods listed.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Tuition fees, premises and resources are adequate.	<input type="checkbox"/>	<input type="checkbox"/>
6.	The training evidently includes ... training units (at 45 minutes), of which ... units are contact lessons.	<input type="checkbox"/>	<input type="checkbox"/>
7.	Internal curriculum based on list of competences is available.	<input type="checkbox"/>	<input type="checkbox"/>
8.	The topics of the postgraduate training are oriented towards the practical fields (target groups) of the graduates.	<input type="checkbox"/>	<input type="checkbox"/>
9.	There are clear forms of ongoing evaluation (demonstration lessons, intermediate examination).	<input type="checkbox"/>	<input type="checkbox"/>
10.	There are regular conversations with students about their progress.	<input type="checkbox"/>	<input type="checkbox"/>
11.	The students receive accompanying mentoring.	<input type="checkbox"/>	<input type="checkbox"/>
12.	The exam regulations are available and meet the requirements for postgraduate courses.	<input type="checkbox"/>	<input type="checkbox"/>
13.	The postgraduate training ends with an internal assessment of the skills and knowledge acquired.	<input type="checkbox"/>	<input type="checkbox"/>
14.	The final theses relate to the professional field of the graduates.	<input type="checkbox"/>	<input type="checkbox"/>
15.	The procedure in the event of a failed examination is available to students in writing.	<input type="checkbox"/>	<input type="checkbox"/>
16.	Practical work experience according to the curriculum and corresponding guidelines is guaranteed (if scheduled).	<input type="checkbox"/>	<input type="checkbox"/>
17.	Training fees including examination costs and diploma fees are known to the students at the beginning of the postgraduate training.	<input type="checkbox"/>	<input type="checkbox"/>
18.	The aim of the postgraduate training is to become a member of iARTE and thereby gain recognition from the Medical Section at the Goetheanum.	<input type="checkbox"/>	<input type="checkbox"/>
19.	The school management can name further development steps.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>

Auditor's signature: .....

## 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.

### A. 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