12 OFFICIAL DOCUMENTATION

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12.4.1 TA 101 Verification Form
12.4.2 TA 101 Instructor Endorsement Form

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TA 101 VERIFICATION FORM

This is to verify that

(print name)

[ ] has completed the official TA 101 Course with me on

(date)

Or

[ ] has passed the official TA 101 written examination with a score of 65 points or more on

(date)

DATE

SIGNATURE

NAME (please print)

Qualification of TA 101 Instructor

This Verification Form is issued on behalf of the European Association for Transactional Analysis Commission of Certification

This verification has been registered with the National Association:

National Association Signature  Date

12.4.1  TA 101 Verification

July 2003
New 101 Instructor – Please PRINT clearly

Full Name  ______________________________________________________
Address  ______________________________________________________
Code, Town  ______________________________________________________
Country  ______________________________________________________

TA 101 INSTRUCTOR ENDORSEMENT FORM

Supervisor to complete below:

I hereby endorse that the above-named person, who is a Certified Transactional Analyst, is qualified to be a 101 Instructor. I supervised her/him life-teaching a 101 on

(date) _______________________ at (place) _______________________________________

and estimate the quality and accuracy of his/her teaching the 101 to be sufficient to be a 101 Instructor.

SIGNATURE  _______________________________________
NAME (please print)  _______________________________________
DATE   _______________________________________
QUALIFICATION : TSTA TTA STA (delete as applicable)

Please send 2 copies of this form to EATA (address above) for endorsement. It will be officially registered and stamped by the EATA Executive Secretary, who will then return one stamped copy to the new 101 Instructor – please allow 4 to 6 weeks for this procedures.

EATA endorses
on (date)
Stamp and Signature

Section 12.4.2 TA 101 Instructor Endorsement  July 2003
CERTIFIED TRANSACTIONAL ANALYST TRAINING CONTRACT

A. GENERAL INFORMATION

Contracts should be filled out completely. Type or write clearly in English (or attach a translation). UK & Switzerland members: see Appendix 2 national pages or contact National Association for procedures. Send in three copies, with a photocopy of your bank transfer (ABSOLUTELY NO CHEQUES OR BANKERS DRAFTS) to: Marianne Rauter, EATA Executive Secretary, Silvanerweg 8, 78464 Konstanz, Germany (NO REGISTERED MAIL). Incomplete contracts will be returned to the trainee. Complete contracts will be endorsed when we have confirmation that the full amount of filing fee has been received. Paying in Euro: Transfer Euro 34.00 directly to: Bank Code WCH ZH 12B, Account Number 0279-C2-632 960.5, UBS, rue du Rhone 8, Case postale 2600, CH-1211 Geneve 2, Switzerland. Paying in Swiss Francs: Transfer Swiss Francs 50.00 directly to: Bank Code WCH ZH 12B, Account Number C2-632.960.1, UBS, rue du Rhone 8, Case postale 2600, CH-1211 Geneve 2, Switzerland. The contract is valid only when returned to the candidate stamped with the endorsement of EATA’s Professional Training & Standards Committee (allow about 4 to 5 weeks for processing).

B. COMMITMENT OF THE TRAINEE

1. I am a member of EATA and I will renew my membership annually for the duration of this contract.
2. I have reviewed and agree to honour the Code of Ethics and to follow the Professional Practice Guidelines of EATA.
3. I have read and understand the EATA Training and Examination Handbook as it relates to CTA training.
4. I plan to be examined and certified as a Transactional Analyst with the following speciality (tick one):
   - Counselling
   - Educational
   - Organisational
   - Psychotherapy
5. I have made an agreement with the undersigned supervisor who will provide supervision and guidance in line with EATA requirements.
6. If my field of Speciality differs from my supervisor’s, I am enclosing the required Exception or Expansion documents.

Trainee accepts on (date): _______________ Signature: __________________________________________________
(Please print legibly) Last + First Name: ______________________________________________________________
Address: _________________________________________________________ National association: ___________
Postal code + city: _____________________________________________ Country: _________________________

C. COMMITMENT OF THE PRINCIPAL SUPERVISOR

1. I am a (tick one): Teaching and Supervising Transactional Analyst (TSTA) ____ Provisional TSTA ____
in the following field(s) (tick): Counselling ____ Educational ____ Organisational ____ Psychotherapy ____
2. I am a member of EATA and agree to train the above mentioned trainee according to the guidelines and standards of EATA. I have read and understand the EATA Training and Examination Handbook as it relates to CTA training.
3. I am aware of my responsibility to keep myself up to date with any changes related to EATA standards or procedures concerning training and certification of CTA candidates.
4. If my field of speciality differs from the trainee’s, I am enclosing my Exception or Expansion document(s).

Principal Supervisor accepts on (date): _______________ Signature: _____________________________________
(Please print legibly) Last + First Name: ______________________________________________________________
Address: _________________________________________________________ National association: ___________
Postal code + city: _____________________________________________ Country: _________________________
D. COMMITMENT OF THE TSTA SUPERVISOR (if applicable)

1. I am a Teaching and Supervising Transactional Analyst (TSTA) with a specialisation in the following field(s) (tick):
   - Counselling
   - Educational
   - Organisational
   - Psychotherapy

2. I am a member of EATA and as Principal Supervisor of the above named PT/STA Supervisor, I am aware of this training contract and I agree to assist the trainee in the event that a new Principal Supervisor needs to be found.

TSTA Principal Supervisor accepts on (date): _______________ Signature: _____________________________
Name (print): __________________________________________________ National Association: _____________

E. TRAINING PLANS AND COSTS

Describe plans for training.

Estimate the overall cost of further training.

F. EATA'S SERVICES AND ENDORSEMENT

1. EATA will place the trainee on its list of members in training and inform ITAA.
2. EATA will notify the trainee of any change in the membership status of the Principal Supervisor.
3. EATA will notify the local TA association of the trainee of any change in the status of this contract.

EATA endorses
on (date)
Stamp and Signature:
EATA TRAINING AND EXAMINATIONS HANDBOOK

SECTION 12, FORMS

12.6.2 - a TSTA Contract

JULY 2003

EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS

TEACHING AND/OR SUPERVISING TRANSACTIONAL ANALYST TRAINING CONTRACT

A. GENERAL INFORMATION

Contracts should be filled out completely. Type or write clearly in English (or attach a translation). UK & Switzerland members: see Appendix 2 national pages or contact National Association for procedures. Other countries: Send contract in three copies, with a photocopy of your bank transfer (ABSOLUTELY NO CHEQUES OR BANKERS DRAFTS) to: Marianne Rauter, EATA Executive Secretary, Silvanerweg 8, 78464 Konstanz, Germany (NO REGISTERED MAIL). Incomplete contracts will be returned to the trainee. Complete contracts will be endorsed when we have confirmation that the full amount of filing fee has been received. Paying in Euro: Transfer Euro 47.00 directly to: Bank Code WCH ZH 12B, Account Number 0279-C2-632 960.5, UBS, rue du Rhone 8, Case postale 2600, CH-1211 Geneva 2, Switzerland. Paying in Swiss Francs: Transfer Swiss Francs 70.00 directly to: Bank Code WCH ZH 12B, Account Number C2-632.960.1, UBS, rue du Rhone 8, Case postale 2600, CH-1211 Geneva 2, Switzerland. The contract is valid only when returned to the candidate stamped with the endorsement of EATA’s Professional Training & Standards Committee (allow about 4 to 5 weeks for processing).

B. COMMITMENT OF THE TRAINEE

1. I am a member of EATA and I will renew my membership annually for the duration of this contract.

2. I am a Certified Transactional Analyst with Specialisation in the following application(s) (tick):
   - Counselling
   - Educational
   - Organisational
   - Psychotherapy

   I understand I can only sign a T/STA Training Contract in a specialisation for which I have been certified as a CTA by EATA’s Commission of Certification (COC) or by the Board of Certification (BOC)

3. I attended a Training Endorsement Workshop (TEW) on (dates) __________ at (location) ________________________ and have been endorsed by the TEW staff to initiate a T/STA Training Contract. I enclose a copy of the Staff Endorsement Form, completed and signed by my Principal Supervisor as appropriate.

4. I have reviewed and agree to honour the Code of Ethics and to follow the Professional Practice Guidelines of EATA in both my practice of TA and in training.

5. Within three years I will teach a TA 101 Course supervised by a Teaching, or a Teaching and Supervising Transactional Analyst and submit a completed ‘Instructor Endorsement Form’ to the EATA office.

6. I will keep records of the training and supervision activities I provide to others and obtain for myself. These records will provide documentation and meet the requirements for admission to the T/STA Examinations of COC or BOC when I apply for the examination.

7. I have made an agreement with the undersigned Principal Supervisor to provide my primary supervision in accordance with EATA’s requirements.

8. If I change my Principal Supervisor, I will notify EATA and my affiliate association on the necessary forms.

9. I will maintain an active involvement in providing TA training activities. If I am not doing so, I will notify EATA and rescind this contract.

10. I plan to be examined for T/STA certification as a (tick one):
    - Teaching Transactional Analyst ______, or Supervising Transactional Analyst ______, or Teaching and Supervising Transactional Analyst ______ in the following application (tick one):
      - Counselling
      - Educational
      - Organisational
      - Psychotherapy

11. I have read and understand the COC requirements for admission to T/STA examinations.

12. I understand that this contract expires 7 years from the date of endorsement by EATA at which time, if I have not completed my training, I may renew once only by submitting a second contract. No further renewals are possible.

13. I commit myself to serve as examiner for CTA exams minimum 3 times (ie exam sites) during the period of this contract and regularly to serve as a T/STA examiner following my certification as T/STA.

Trainee accepts on (date): _______________ Signature: ______________________________________________

(Please print legibly) Last + First Name: __________________________________________________________

Address: ___________________________________________ National association: ____________

Postal code + city: ___________________________________________ Country: _________________________
C. COMMITMENT OF THE SUPERVISOR

1. I am a (tick): Counselling ____ Educational ____ Organisational ____ Psychotherapy ____
   Teaching and Supervising Transactional Analyst.
2. I am a member of EATA.
3. I am willing to provide the Principal Supervision to the T/STA candidate above.
4. If my field of speciality differs from the trainee’s, I am enclosing my Exception or Expansion document(s).
5. I understand and agree to the requirements, standards and procedures for training and supervision of T/STA candidates, and agree to train the trainee according to the requirements of COC as they are put down in the EATA Training and Examination Handbook.
6. I understand that it is my responsibility to keep myself informed and updated to COC requirements, standards and procedures and all other issues concerning T/STA training.
7. I will inform EATA of any changes in status, contract, training programme, exceptional issues.
8. I am willing to serve as examiner for T/STA exams if examiners are needed and I commit myself to serve as an examiner 3 times within a period of 5 years from the date of endorsement of this contract.

Principal Supervisor accepts on (date): _______________ Signature: __________________________

(Please print legibly) Last + First Name: _______________________________________________________
Address: _________________________________________________________ National association: ____________
Postal code + city: _____________________________________________ Country: _________________________

D. EATA’S SERVICES AND ENDORSEMENT

1. EATA will place the trainee on its list of members in training, inform ITAA and make that list available to the public and the membership.
2. EATA will notify the trainee of any change in the membership status of the Principal Supervisor if the supervisor is a member of EATA.
3. EATA will inform the trainee about official training materials and requirements.
4. EATA will notify the ITAA and the local TA association of the trainee of any change in the status of this contract.
5. EATA will grant membership as Teaching and/or Supervising Transactional Analyst upon request after examination and certification of competency by the COC or BOC and upon payment of dues.

EATA endorses
on (date)
Stamp and Signature:
### EATA

**EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS**

**CHANGE OF PRINCIPAL SUPERVISOR**

Please fill out and send 4 COPIES of this form plus 1 COPY of your original CONTRACT to the Executive Secretary (address in Appendix 1), or your National Association if specified in the coloured pages (Appendix 2). EATA will register the change and return one stamped copy of the form to each party and the national association. Allow about one month for processing.

We, the trainee, the former Principal Supervisor and the new Principal Supervisor hereby inform the EATA PTSC of the following change of Principal Supervisor. We have enclosed a copy of the original contract and, if necessary, the Exception or Expansion document. We have signed and dated this form.

Print legibly or type: These are your mailing labels!

| TRAINEE: | FULL NAME ____________________________ |
|          | ADDRESS __________________________________|
|          | CODE + TOWN ___________________________ |
|          | COUNTRY _______________________________ |
|          | Trainee’s Signature: ____________________________________ |

| FORMER PRINCIPAL SUPERVISOR: | FULL NAME ____________________________ |
|                             | ADDRESS __________________________________|
|                             | CODE + TOWN ___________________________ |
|                             | COUNTRY _______________________________ |
|                             | Former Principal Supervisor’s Signature: _____________________________________ |

| NEW PRINCIPAL SUPERVISOR: | FULL NAME ____________________________ |
|                          | ADDRESS __________________________________|
|                          | CODE + TOWN ___________________________ |
|                          | COUNTRY _______________________________ |

Please tick one or the other statement:

-  [ ] I am a TSTA or a PTSTA in the same field of application as the original contract
-  [ ] I am a TSTA or a PTSTA in a different field of application and I have enclosed my Exception or my Expansion document.

New Principal Supervisor’s Signature: ____________________________  DATE: ___________

TSTA Principal Supervisor’s Signature (if PTSTA above): ____________________________  DATE: ___________

**EATA**: The above change in Principal Supervisor was endorsed by EATA’s PTSC (stamp):

---

12.6.3  
Change in Principal Supervisor  
July 2003
EXCEPTIONS DOCUMENTATION CHECK LIST

Please complete this form and return it with the required documentation to:

Marco Mazzetti
Centro di Psicologia e AT
Via Archimede 127
20129 Milano, Italia

Please print clearly

Candidate’s name: _____________________________________________
Candidate’s address: _____________________________________________
___________________________________________________________________________
___________________________________________________________________________
Telephone: Home ______________________  Work ______________________
Email: _______________________________________________________________

I enclose (please tick):

☐ Application by trainee
☐ Application by Principal Supervisor
☐ Endorsement by TSTA (or if necessary PTSTA) in the new field
☐ Second Sponsor’s Agreement
☐ Training Plan
EXPANSIONS DOCUMENTATION CHECK LIST

Please complete this form and return it with the required documentation to:

Marco Mazzetti
Centro di Psicologia e AT
Via Archimede 127
20129 Milano, Italia

Please print clearly

Candidate’s name: _____________________________________________

Candidate’s address: ___________________________________________

___________________________________________________________________________

___________________________________________________________________________

Telephone: Home ______________________  Work ______________________

Email: _______________________________________________________________

I enclose (please tick):

☐ An application for an Expansion

☐ A written statement, including Professional Self-portrayal and Description of Professional Experience as a trainer and/or supervisor in the expanded field.

☐ A letter of support from a TSTA in the expanded field

☐ A photocopy of my Certification as a TSTA or of my TSTA Contract

☐ Either photocopies of certificates of 2 people who have passed their CTA examination for whom I was the primary supervisor OR a copy of my Oral Exam Certification in the new field

☐ A photocopy of the Registration Fee
EATA Training and Examinations Handbook

Section 12, Forms

EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS

PRINCIPAL SUPERVISOR’S ENDORSEMENT OF CTA WRITTEN EXAMINATION

Please have your Principal Supervisor complete this form and return it to:

[Insert name and address
of Language Group
Co-ordinator]

Please print clearly:

Candidate’s name:   _____________________________________________

Principal Supervisor’s name:  _____________________________________________

Principal Supervisor’s address: _____________________________________________

___________________________________________________________________________

___________________________________________ Telephone: ______________________

Field of application (tick):

Counselling ____          Educational ____          Organisational ____          Psychotherapy ____

As Principal Supervisor I have supervised and read this candidate’s written examination for CTA.

I confirm that the written study gives a true portrayal of my candidate’s practice and I judge the
examination to be of a passing standard.

Principal Supervisor’s Signature: ____________________________   Date:  ________

In the space below, please list the names of any other persons who have either read or supervised this
candidate’s written examination and should therefore be excluded as a marker:

12.7.1  Principal Supervisor’s Endorsement of Written Exam        July 2003
CANDIDATE’S SUBMISSION OF THE CTA WRITTEN EXAMINATION

Please complete this form and return it to:

[Insert name and address of Language Group Co-ordinator]

Please print clearly

Candidate’s name: _____________________________________________
Candidate’s address: _____________________________________________
___________________________________________________________________________
___________________________________________________________________________
Telephone: Home ______________________  Work ______________________
Email: _______________________________________________________________

Please enter details of where you intend taking the CTA Oral Exam:

Place ___________________________________________  On date: _______________

Field of application (tick):

Counselling ____  Educational ____  Organisational ____  Psychotherapy ____

Please send this form with Principal Supervisor’s Endorsement of the Written Examination (12.7.1), the appropriate exam fee and the Written Exam to the Language Group Co-ordinator.
PRINCIPAL SUPERVISOR’S ENDORSEMENT OF CANDIDATE TO CTA ORAL EXAMINATION

Please have your Principal Supervisor complete this form and return it to:

[Insert name and address
of Language Group
Co-ordinator]

by April 1\textsuperscript{st} for July examination; August 1\textsuperscript{st} for November examination; December 1\textsuperscript{st} for March examination. 

Note for the candidate: keep a completed copy for your personal file.

Please print clearly:
Candidate’s name: ____________________________________________
Principal Supervisor’s name: ____________________________________
Principal Supervisor’s address: ___________________________________
__________________________________________________________________ Telephone: __________________________

Field of application (tick): Counselling ____ Educational ____ Organisational ____ Psychotherapy ____

As Principal Supervisor (tick one):

_____ I provided training and supervision for the duration of the contract.

_____ I assumed responsibility on (date): ___________ subsequent to a transfer from a prior Principal Supervisor (name): ______________________________. This transfer was notified to ITAA/EATA on (date): _______

This candidate has completed:

_____ total hours advanced TA training

_____ total hours TA supervision

_____ hours of supervision provided by me

_____ total hours in practical TA experience (provided by candidate)

As a result of my personal observation and evaluation I believe this candidate to be competent as a practitioner of transactional analysis in the chosen field. I would not hesitate to recommend others to the candidate, since I believe her/him to be an ethical and responsible professional.

My more personal and detailed evaluation is in a separate letter of endorsement, together with my personal comments on the candidate’s written examination (Principal Supervisor’s please note that the deadline for this personal letter of endorsement and your comments on the written examination is May 1\textsuperscript{st} for July oral examination, August 1\textsuperscript{st} for November oral, or January 1\textsuperscript{st} for March oral).

Signature: ____________________________ Date: __________

12.7.3  Principal Supervisor’s Endorsement for CTA Oral Exam  July 2003
NOTICE OF INTENTION TO TAKE CTA ORAL EXAMINATION

Complete and return this form to your Language Group Co-ordinator:

[Insert name and address of Language Group Co-ordinator]

by April 1st for July examination, August 1st for November examination, December 1st for March examination. NB: Keep a copy for your personal file.

Please print clearly:

Name: ___________________________________________________________________
Address: ___________________________________________________________________
___________________________________________________________________
Telephone: ___________________________________________________________________

I have met all requirements stated by COC for oral examination and I declare my intention to take a CTA oral examination at Place: ___________________________ Date: __________________

Speciality (tick): Counselling ____ Educational ____ Organisational ____ Psychotherapy ____

Re-sit: Yes / No

Name and address of your Principal Supervisor: ____________________________________________ Telephone: _________________

My training contract has been endorsed by ITAA/EATA on (date):
(If you were granted exceptions, changes in contract or Principal Supervisor, or other, please details them on a separate sheet)

My written examination was approved on (date):
(Do not delay in sending this form if you have not received your written examination evaluation. The Examination Co-ordinator will complete this for you if necessary)

I will include in the file I will submit at the oral examination itself a list of all training and supervision (TA and non-TA) I have received in my field of application (hours, dates, trainers/supervisors, subject). I will also present a professional resume with a detailed list of the hours and format (group, individual, co-leading etc) of my professional TA practice in my field of application.

Signature: ___________________________ Date: _______________

12.7.4 Notice of Intention to take Oral Exam July 2003
ACKNOWLEDGEMENT OF ITEMS RECEIVED FOR CTA EXAMINATION

[Language Group
Co-ordinator to insert
name and address here]

To:

Date:

Dear TA colleague

I have received your:

- [ ] CTA Written Examination
- [ ] Copy of payment (in some countries payment is made to the language coordinator, check national requirements
- [ ] Principal Supervisor’s Endorsement of CTA Written Examination Form
- [ ] Notice of Intention to take CTA Oral Examination Form
- [ ] Principal Supervisor’s Endorsement of the Candidate to CTA Oral Examination Form
- [ ] Letter of personal endorsement from your Principal Supervisor
- [ ] Application form for CTA Oral Examination

Your Written Examination is being marked. You may expect to receive your Assessment within approximately six to eight weeks. Your identity will be anonymous although the Evaluator will sign your Assessment so you will know who he or she is.

I enclose:

- [ ] Receipt
- [ ] Checklists of instructions for oral examination
- [ ] Notice of Intention to take CTA Oral Examination Form
- [ ] Application form for CTA Oral Examination
- [ ] Principal Supervisor’s Endorsement of the Candidate to CTA Oral Examination Form
- [ ] Other

Please make and keep a copy of every document for your personal file.

Please take responsibility for checking with your Principal Supervisor as you proceed in case of any changes in requirements.

All good wishes for your success.

Yours sincerely

Language Group Co-ordinator
EATA EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS

APPLICATION FOR CTA ORAL EXAMINATION

Return this form to:

[Name and address of Language Group Co-ordinator]

not less than one month prior to date of oral examination (and when you know you have passed your written examination). Send a copy to the Examination Co-ordinator and keep a copy for your personal file.

Full Name (print):

Field of application (tick):
Counselling  Educational  Organisational  Psychotherapy

I refuse the following people on my oral examination board: (see ‘Guidelines on Refusing Examiners’, enclosed with this form)

I can take my oral examination in the following languages:

My native language is:

The language on my tapes is:

I have a passive knowledge of the following languages:

I know I will have to bring a translation of my tape transcripts and examination documents (into English or the working language of the exam venue. The Written Examination itself does not need to be translated but the Assessments do): Yes / No

I will bring a translator: Yes / No (If Yes) Name of Translator:

If sharing a translator, please name other candidates sharing (max 3):

Please see the note in the Candidate Instructions list with regard to arrangements for translation. It is the candidate's responsibility.

Signature: _______________________________ Date: __________

Please print here your name and title as your wish it to appear on your certificate:

__________________________________________________________________________
PROCEDURES FOR TAKING CTA ORAL EXAMINATION

1. Notice of Intention to take the CTA Oral Examination and Principal Supervisor’s Endorsement of the Candidate to Oral Examination to be received by Examination Coordinator by April 1\textsuperscript{st} for July examination, August 1\textsuperscript{st} for November examination or December 1\textsuperscript{st} for March examination. Note: The Notice of Intention to take the CTA Oral Examination gives all the basic information about the candidate’s intention to take the oral examination at a specific time and place, and which type of examination is intended, e.g. counselling/organizational etc. This form constitutes the candidate’s commitment to take oral.

The Principal Supervisor’s Endorsement of the Candidate to Oral Examination is a formal statement signed by the Principal Supervisor that the candidate has completed the training/supervision/practice hours.

2. Principal Supervisor’s Personal Letter of Recommendation of the candidate as being ready for CTA examination and certification. This letter may take the form of the Principal Supervisor’s own choosing and further remarks about the written examination may be included here. To be received by the Examination Co-ordinator by May 1\textsuperscript{st} for July examination, September 1\textsuperscript{st} for November examination or January 1\textsuperscript{st} for March examination.

3 Notice of Withdrawal from Oral Examination. If a candidate intends to withdraw from oral examination, notification in writing should be received by the Examination Co-ordinator by May 1\textsuperscript{st} for July examination, September 1\textsuperscript{st} for November examination or January 1\textsuperscript{st} for March examination.

Attention: if a candidate withdraws for any reason other than deferral on the written examination, the candidate must inform the Examination Co-ordinator at least two months ahead of the oral date, otherwise the oral exam fee will not be transferred to a later oral examination date. Note: in practice, a phone call to meet the withdrawal deadline is acceptable followed immediately by a written note.

4. Application Form for the Oral Examination to be received by the Examination Co-ordinator June 1\textsuperscript{st} for July examination, October 1\textsuperscript{st} for November examination or February 1\textsuperscript{st} for March examination.

Note: Application Form for the Oral Examination gives the final statement from the candidate of name and address, type of examination requested, names of board members refused (e.g. through bias, familiarity, previous examination, recent supervision) together with details of examination language and use of translation where needed. Candidates must also write on this form the exact name and title they wish to have printed on their certificate (please type or write it very clearly). This form is used to make the final list of oral examination candidates and therefore it is very important that it is received in time and that it is written clearly.

5. On receipt of the oral application form, having checked that the administrative documentation has been completed correctly, the Examination Co-ordinator will issue the candidate with a Completion of Registration Certificate. The candidate must take this to the oral examination site, where it will be collected by the Examination Supervisor.

See also the separate instructions sheet regarding ‘Procedures for Oral Examination on Site’.
EATA EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS

COMPLETION OF REGISTRATION CERTIFICATE FOR CTA EXAMINATION

From: [Language Group Co-ordinator to insert name and address here]

Candidate’s Name: _________________________________________________________________
Address:   ___________ ______________________________________________________
___________________________________________________ Telephone: _______________________

Name of Principal Supervisor: ___________________________________________________________

Speciality: Counselling ____          Educational ____          Organisational ____          Psychotherapy ____

Examination date and place: ____________________________________________________________

The above candidate was sent a list of instructions for registration for CTA Oral Examination, including note of the penalty for late withdrawal. She/he has correctly submitted all of the following documents and information:

1. ____ Written examination which has received a ‘pass’ evaluation
2. ____ Payment of fees (copy of payment)
3. ____ Principal Supervisor’s Endorsement of the Written Examination form
4. ____ Notice of Intention to take the CTA Oral Examination form
5. ____ Principal Supervisor’s Endorsement of the Candidate to Oral Examination form
6. ____ Principal Supervisor’s personal recommendation of candidate to examination
7. ____ Application for CTA Oral Examination form
8. ____ Names of examiners the candidate refuses (normally five maximum):
   ___________________________________________________________________________

9. ____ Does candidate intend being examined in working language of exam venue   Yes / No
10. ____ If No, does candidate confirm he/she will bring a translator
    If so, name of translator: ______________________________________________________
11. ____ Does candidate intend sharing a translator? If so, with whom: _____________________________

I have a copy of each of these documents (except the written examination) in my record file, and the candidate has been instructed to keep a copy of each in his/her personal records file.

Signature of Language Group Coordinator: ______________________________ Date: _________________
PROCEDURES FOR CTA ORAL EXAMINATION ON SITE

Candidates are required to attend a Candidates Briefing Meeting, usually held at the examination location the day before the exams. It is essential to attend the meeting. Candidates must take with them to this meeting:

1. *One* copy of Completion of Registration Certificate for CTA Examination
2. *One* copy of their written examination (in their own language)

(These are to be deposited with the Examination Supervisor)

3. *Four* copies of each of the following:
   - the assessments of your Written Examination (if deferred by one reader and passed by another, both assessments must be taken)
   - your Principal Supervisor’s personal letter of recommendation
   - your CV (curriculum vitae)
   - the log of all your training, supervision and work experience
   - your CTA Training Contract
   - documents pertaining to any Exceptions or Expansions or changes

These documents are to be presented in four sets in four files, so that they may be easily read by each of the four examination board members. They are to be deposited with the Examination Supervisor, who may request them at the candidate’s meeting, for the examination board members to collect and read through before the examination. The files may not be removed from the examination office before the examination itself.

4. For the CTA Oral Examination itself, have with you the following:
   (i) Three segments of taped work (audio or video). Each segment should be of about five minutes in length. The tapes containing the segments must not have been edited. One tape must be of a group, couple or family. For counsellors and psychotherapists, one tape must be of you working with an individual. One tape may be of your case study client (though this is not a requirement). Have your tapes positioned ready to play.
   (ii) For each segment of tape, have four copies of a transcript, and where necessary, four copies of the transcript translated into English or the language of the exams. It is required that where a translation is supplied, it be presented on the same page, running alongside the original, so that the examiners can follow the verbal sound in both languages simultaneously. The transcripts may be accompanied by appropriate supporting material, e.g. seating plan, a description of the work to be heard.
   (iii) You must bring the necessary equipment for playing your tapes and the necessary electrical equipment either batteries or appropriate socket converters and lads suitable for mains supply.
   (iv) Bring a spare audio tape recorder to that you can record your examination.

5. *Translation:* If you are taking your oral examination at a location where the boards are not in your own language, you may need to bring a translator with you. You can assume at any examination site endorsed by EATA that English speaking boards will be available. When an examination site is being organised by a national or local TA organisation, e.g. DGTA, you can check with your Language Group Coordinator whether there will also be boards in the ‘working language’ of the examination venue. Note: if the documents listed at 3 above are not in English, you must provide translations of these documents (4 copies) into English (or into the ‘working language’ of the venue if the ‘working language’ is not English).
LETTER TO ASSESSOR OF CTA WRITTEN EXAMINATION

From: [Language Group Coordinator to insert name & address here]

Date: ____________________

Dear

Thank you for agreeing to mark the enclosed examination script. This is part of a CTA examination.

The candidate intends to go for oral at: ______________________________________________

Candidate Ref: ______________________________________________

According to the procedures ratified by PTSC in July 2000, when you have completed your assessment, but before writing your report, will you please contact me to inform me of your decision. I will then tell you how to proceed.

When you write your assessment, it should include a clear statement of whether the paper is a passing one or a deferral.

Will you write your assessment on identifiable paper and sign it. Put the candidate reference on your assessment. Send me two copies together with a separate signed note from you to me. Please do not make any marks on the script itself.

Copies of the guidelines and scoring scales for assessing the written examination are enclosed with this letter. These are reproduced from the current EATA Training and Examination Handbook.

Please return the script and your signed identifiable assessment (2 copies) to me within the time agreed, or within one month of the date of the letter.

Please complete and return to me the attached claim form so that you can be paid.

I appreciate you giving your time and energy, and thank you for a speedy return of the script.

Yours sincerely

[Language Group Coordinator]

12.7.8 Letter to Assessor of CTA Written Examination July 2003
## Rating Scale for Written Examination

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Full Awareness of a Broad Range of Aspects</th>
<th>Awareness of Many Aspects</th>
<th>Awareness of Some Aspects</th>
<th>Aware of a Very Few Aspects</th>
<th>Lack of Awareness of Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Recognition of Significance of Aspects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence Throughout Evidence in Reported Behaviours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes Metaperspective and Complexity into Account</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material Well Organised and Coherent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Position Clear and Significant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Score Distribution

<table>
<thead>
<tr>
<th>Score Level</th>
<th>(A) 20</th>
<th>18</th>
<th>16</th>
<th>14</th>
<th>12</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B)</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>(C)</td>
<td>35</td>
<td>30</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(D)</td>
<td>35</td>
<td>30</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pass**

---

12.7.9  Written Examination Rating Scale  July 2003
LETTER SENT WITH ASSESSMENT(S) OF CTA WRITTEN EXAMINATION

From:
[Name and address
of Language Group
Coordinator]

Date:

Dear Candidate

Please find enclosed the assessment(s) of your written examination.

If your examination has been approved (assessed as a passing paper), please continue with your application for the Oral Examination and keep to the deadline dates.

If your exam has been read by two markers and they have decided to defer it, please check with your Principal Supervisor what your next step should be.

Yours sincerely

Language Group Co-ordinator

12.7.10 Letter sent with Assessment(s) of CTA Written Exam July 2003
### EATA EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS

#### ORAL EXAMINATION TA COUNSELLING SCORING SHEET

**CANDIDATE ______________________   DATE ________________**

Each of the following descriptions is graded on a five point scale. Select the number rating which you believe best describes the candidate’s performance.

1. **Professional Identity and Ethics**  
   Ability to describe his/her own value system and beliefs and relate them to the philosophical assumptions and to the ethical principles of transactional analysis, including the implications of personal, social, ethnic and cultural identities.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Articulates a coherent professional vision as a competent practising counsellor. Clearly relates to ethical principles. Has awareness of own social, ethnic and cultural identity and that of the client and its possible implication in the counselling process.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates a professional vision of counselling. Relates to ethical principles of transactional analysis. Has some awareness of social, ethnic and cultural identities and its possible implication in the counselling process.</td>
</tr>
<tr>
<td>1</td>
<td>Presents little or no professional vision of counselling. Has limited awareness of ethical principles of transactional analysis and significance of social, ethnic and cultural factors.</td>
</tr>
</tbody>
</table>

2. **Relationship**  
   Capacity to establish and maintain an I’m OK – You’re OK relationship during the counselling process, including understanding of the psychological process between counsellor and client. Demonstration of protection, permission, potency.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>High level of competent and effective counselling relationship. Understanding of the psychological process, demonstration of appropriate protection, permission and potency.</td>
</tr>
<tr>
<td>3</td>
<td>Evidence of an effective counselling relationship. Some understanding of the psychological process, some demonstration of appropriate protection, permission and potency.</td>
</tr>
<tr>
<td>1</td>
<td>Scant evidence of a I’m OK-you’re OK contact and little understanding of the complexity of the counselling relationship.</td>
</tr>
</tbody>
</table>

3. **Theory**  
   Capacity to conceptualise and discuss counselling in terms of different transactional analysis theoretical concepts/models.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Demonstrates understanding and application of a wide range of transactional analysis theory including different trends and approaches as well as recent developments. Can select appropriate concepts/models for context and discuss their use.</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge of several major approaches in transactional analysis theory; some ability to select concepts/models and apply appropriately.</td>
</tr>
<tr>
<td>1</td>
<td>Limited range of concepts and approaches used; little evidence of considered application.</td>
</tr>
</tbody>
</table>

4. **Options**  
   Integrating theory into practice. Capacity to create and discuss a range of creative options in Transactional Analysis counselling practice and support the chosen strategy.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Flexible, in depth discussion of creative options of counselling practice in relation to theory that promote problem management and personal development.</td>
</tr>
<tr>
<td>3</td>
<td>Discussion of different options of counselling practice in relation to problem management and personal development.</td>
</tr>
<tr>
<td>1</td>
<td>Little ability to discuss different options in counselling practice.</td>
</tr>
</tbody>
</table>
5. **Assessment**

Clarity about accurate assessment of the counselling situation, based on the context, needs and goals of the client and clients system, the legal obligations and the strengths and limitations of transactional analysis counselling.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Assesses the specific counselling situations realistically and issues accurately. Is aware of possibilities and limitations of counselling.</td>
</tr>
<tr>
<td>3</td>
<td>Assesses most of the specific counselling situations realistically and issues accurately. Limited awareness of possibilities and limitations of counselling.</td>
</tr>
<tr>
<td>1</td>
<td>Lack of awareness of major issues. Little or no awareness of possibilities and limitations of counselling.</td>
</tr>
</tbody>
</table>

6. **Contracts and Direction**

Ability to work with counselling contracts in different settings with individuals and/or groups relating to the counselling planning and evaluation.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Makes an appropriate shared business and counselling contract clearly related to effective counselling planning and interventions and to the evaluation of the counselling process.</td>
</tr>
<tr>
<td>3</td>
<td>Makes an appropriate shared business and counselling contract, but not related enough to effective counselling planning and interventions and to the evaluation of the counselling process.</td>
</tr>
<tr>
<td>1</td>
<td>No clear goal or counselling contract. Interventions indicate little or no counselling direction. No evaluation of the counselling process.</td>
</tr>
</tbody>
</table>

7. **Interventions and Effectiveness**

Candidate demonstrates creativity and effectiveness in her/his interventions within the context of the relationship, the contract and the stage of the counselling process.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Most interventions accomplish what they are designed to achieve. Counsellor monitors the effect of his/her interventions and responds appropriately.</td>
</tr>
<tr>
<td>3</td>
<td>Interventions are moderately effective. Counsellor somewhat attuned to the client’s response.</td>
</tr>
<tr>
<td>1</td>
<td>Interventions are counter-productive or ineffective. Counsellor is ill attuned to the client’s response.</td>
</tr>
</tbody>
</table>

8. **Resources**

Focussing on resources: client’s strength and resources, consideration of resources in the community and those of other professionals.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Has ability to utilize and build on client’s strengths and existing resources in the client and client system. Has working knowledge of other resources for client’s support or referral when necessary.</td>
</tr>
<tr>
<td>3</td>
<td>Some awareness of client’s strengths and existing resources in the client and client system. Limited working knowledge of other resources for client’s support or referral when necessary.</td>
</tr>
<tr>
<td>1</td>
<td>Inadequate awareness of client’s strengths and resources. Ignores other necessary resources.</td>
</tr>
</tbody>
</table>

9. **Self-reflection**

Capacity for self-reflection of own process in the counselling work.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>High awareness and understanding of own process and its impact on counselling intervention.</td>
</tr>
<tr>
<td>3</td>
<td>Some awareness and understanding of own process and its impact on counselling intervention.</td>
</tr>
<tr>
<td>1</td>
<td>Little awareness and understanding of own process and its impact on counselling intervention.</td>
</tr>
</tbody>
</table>

10. **Overall rating**

Demonstration of basic and counselling core competencies as a transactional analysis counsellor.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Demonstrates high level of self-, social-, technical and specific counselling competencies using transactional analysis.</td>
</tr>
<tr>
<td>3</td>
<td>Moderate level of basic and specific counselling competencies using transactional analysis.</td>
</tr>
<tr>
<td>1</td>
<td>Low competencies using transactional analysis.</td>
</tr>
</tbody>
</table>
Points are be used as a guide and the judgment of examiners is the final decision. However, deferment is automatic: 1) if a candidate receives a rating of „1“ from all of the examiners in any category, or 2) if the total score is 25 points or below for the examination.

If three or more examiners vote to pass, the candidate passes. If two examiners vote to defer, the candidate is deferred. (No process facilitator is called.)

A process facilitator is an experienced examiner whose purpose is to help the board solve problems arising during the examination procedure. Anyone can request the chairperson to call a process facilitator at any time during the examination. The candidate may request the chairperson to call a process facilitator at any point before the individual board members begin to score. This point is to be announced by the board chairperson, who will ask the board if they are ready to begin scoring. After this point, only the chairperson or a board member (through the chairperson) can call for a process facilitator.

The process facilitator will establish a clear contract with the board and will help the board reach a decision. If no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor can help the board reach a decision or can discharge the board and convene a new board to re-examine the candidate. Neither the process facilitator nor the examination supervisor will examine or vote.

<table>
<thead>
<tr>
<th>EXAMINER’S NAME</th>
<th>CERTIFY</th>
<th>DEFER</th>
<th>COMBINED TOTAL</th>
<th>TOTAL AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________________________________</td>
<td>( )</td>
<td>( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. _________________________________</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>3. _________________________________</td>
<td>( )</td>
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<td></td>
</tr>
<tr>
<td>4. _________________________________</td>
<td>( )</td>
<td>( )</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE PUT ALL COMMENTS ON A SEPARATE SHEET OF PAPER**
### ORAL EXAMINATION TA EDUCATIONS SCORING SHEET

**Candidate:** ___________________________  **Date:** ________________

Each of the following descriptions is graded on a five point scale. Select the number rating which you believe best describes the candidate’s performance.

1. **Personal and professional identity as a TA educator**
   - 5 can articulate and discuss a coherent personal and social vision as an educator congruent with TA philosophy, ethics and practice
   - 3 can demonstrate a personal vision of education showing links with TA philosophy, ethics and practice
   - 1 little evidence of a personal educational vision connected to TA philosophy and practice

2. **Awareness of cultural and social factors and their impact on learning**
   - 5 demonstrates practice which takes account of historical, cultural, social perspectives and actively promotes empowerment of learners within their context
   - 3 shows awareness of historical, cultural, social factors; practice facilitates empowerment
   - 1 awareness of historical, cultural and social factors is used only slightly in practice

3. **Educational relationship modelled by I+U+ attitude, educational alliance and self-reflective practice**
   - 5 demonstrates a high level of collaborative working with mutual respect, empathy and self-reflection that promotes ongoing learning
   - 3 demonstrates some collaborative ways of working showing respect, empathy and some self-reflective ability
   - 1 only little evidence of I+U+ and positive ways of working

4. **Assessment of client and contextual needs; short and long-term programme planning**
   - 5 accurate assessment of a wide range of educational and developmental needs; programme planning is practical and creative to enhance optimum learning for individuals and groups
   - 3 assessment accounts for a variety of educational needs and issues. Planning is appropriate and leads to positive learning outcomes.
   - 1 limited evidence of appropriate assessment and planning.

5. **Setting of appropriate aims and goals with the contractual processes to achieve them.**
   - 5 aims congruent with TA & educational philosophies; goals are appropriate to the context and enhance participants’ learning and development; contracting is multi-handed and promotes collaboration and autonomy.
   - 3 some evidence that aims and goals are appropriate and negotiation of contracts promotes their effective achievement.
   - 1 little awareness shown of the complexity of issues involved in appropriate and effective aim and goal-setting and contracting.

6. **Effectiveness of implementation of educational TA strategies; awareness of significance of interventions; responsiveness to ongoing evaluation.**
   - 5 TA concepts are used implicitly and explicitly to enhance learning; methodology accounts for a range of learning styles and needs; process issues are recognised and addressed to achieve positive outcomes; sensitivity to feedback and evaluation.
   - 3 implementation of programme demonstrates congruence and some understanding and skill in using TA concepts in a variety of ways to promote the learning goals. Some use made of TA to address process. Attention is paid to evaluation.
   - 1 implementation of educational strategies lacks range and depth of understanding. Limited awareness and skill using TA concepts in practice to promote learning and deal with process issues. Minimal use of evaluation.

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12.7.12  *Educations Scoring Sheet*  
July 2003
7. **Creativity and challenge**  
5 high level of flexibility, demonstrating intuition, spontaneity and creative thinking and practice, including awareness of client needs for both challenge and support.  
3 evidence of flexibility and creativity in practice; clients offered sufficient support and challenge  
1 low flexibility and/or creative practice; limited range of techniques.

8. **Conceptualisation of education and learning in terms of TA theory.**  
5 demonstrates understanding and application of a wide range of TA concepts including different approaches and recent developments. Can select appropriate concepts/models for context and discuss their use.  
3 knowledge of a range of concepts and approaches; some ability to select and apply appropriately  
1 limited range of concepts and approaches used; little evidence of considered application

9. **Education and learning models and theories in relation to TA**  
5 comprehensive knowledge of education field in own setting (school/adult education/parent education etc); awareness of relevant theories and can integrate these with TA; can critique both TA and other approaches  
3 can discuss educational approaches; some ability to critique and to integrate with TA theory  
1 awareness of limited range of educational approaches; only some integration with TA

10. **Overall Rating**  
5 demonstrates high level of ability as a competent TA educator: clear connection of theory to practice  
3 moderate level of ability  
1 limited ability
### ORAL EXAMINATION TA PSYCHOTHERAPY SCORING SHEET

**CANDIDATE _______________________________**  
**DATE __________________**

Each of the following descriptions is graded on a five point scale. Select the number rating which you believe best describes the candidate’s performance.

1. **Professional and Personal Identity.** Ability to describe his/her own ideological beliefs and relate them to the philosophical assumptions of transactional analysis, including the implications of cultural, racial, social identities and the significance of this on the assessment, the contract, the work and the therapeutic relationship.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Clearly related to philosophical assumptions.</td>
</tr>
<tr>
<td>3</td>
<td>Some awareness of social, racial and cultural identity and differences in the therapeutic relationship.</td>
</tr>
<tr>
<td>1</td>
<td>Little or no awareness of the significance of racial, cultural and social factors.</td>
</tr>
</tbody>
</table>

2. **Establishment and maintenance of an I’m OK – You’re OK relationship**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Competent and effective relationship including understanding of ulterior processes (e.g. games and transactions as transference and counter-transference), and the complexity of the therapeutic relationship.</td>
</tr>
<tr>
<td>3</td>
<td>Evidence of an effective empathic connection with the client. Some understanding of relationship dynamics and the appropriate demonstration of protection, permission and potency.</td>
</tr>
<tr>
<td>1</td>
<td>Scant evidence of an empathic connection and little understanding of the complexity of the therapeutic relationship.</td>
</tr>
</tbody>
</table>

3. **Theory: Capacity to conceptualise psychotherapy in terms of transactional analysis theoretical concepts**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Discussion of TA theory including different trends and approaches as well as recent developments.</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge of several major approaches in TA.</td>
</tr>
<tr>
<td>1</td>
<td>Scant knowledge - only one approach.</td>
</tr>
</tbody>
</table>

4. **Integration into transactional analysis practice: Capacity to discuss a range of treatment options and support the chosen strategy.**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Flexible, in depth, discussion of practice in relation to theory.</td>
</tr>
<tr>
<td>3</td>
<td>Discussion of practice in relation to theory, some reference to different options.</td>
</tr>
<tr>
<td>1</td>
<td>Little ability to relate practice to theory.</td>
</tr>
</tbody>
</table>

5. **Clarity of client assessment**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Assesses situations and issues accurately.</td>
</tr>
<tr>
<td>3</td>
<td>Perceives problems but is unclear as to their significance.</td>
</tr>
<tr>
<td>1</td>
<td>Lack of awareness of major issues.</td>
</tr>
</tbody>
</table>
6. Contracts and Treatment Direction

5 Appropriate shared focus/treatment contract clearly related to treatment direction, interventions and the implications of the therapeutic context (setting, duration, frequency, legal obligations).

3 Appropriate shared focus or treatment contract but not related to treatment direction or interventions; OR evidence of therapeutic movement but no negotiated contract. Some awareness of the implications of the therapeutic context.

1 No clear goal or treatment contract. Interventions indicate little or no treatment direction. Little awareness of the significance of the therapeutic context.

7. Effectiveness: Can the candidate demonstrate creativity and effectiveness and discuss interventions within the context of the relationship, the contract and the stage of treatment. Does the candidate monitor the effect of his/her interventions on the clients and respond to this?

5 Most interventions accomplish what they are designed to achieve. Therapist monitors the effect of his/her interventions and responds appropriately.

3 Interventions are moderately effective. Therapist somewhat attuned to the client’s response.

1 Interventions are counter-productive or ineffective. Therapist is ill attuned to the client’s response.

8. Professionalism

5 Is aware of privileges and limitations of training and clearly relates to ethical principles

3 Limited awareness of privileges and limitations of training, but clearly relates to ethical principles.

1 Serious question about awareness of limitations and/or ethical principles.

9. Capacity for self-reflection

5 High awareness and understanding of own process and its impact on therapeutic intervention.

3 Some awareness and understanding of own process and its impact on therapeutic intervention.

1 Little awareness and understanding of own process and its impact on therapeutic intervention.


5 Ethical effective TA theory-based practice suitable to the context.

3 Some competence in theory and practice

1 Low competence using TA concepts.
<table>
<thead>
<tr>
<th>Questions were clear and precise. The examiner offered the candidate the opportunity to show what he/she knows.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The examiner offered the candidate the opportunity to state his/her reasons and thinking and to defend his/her position.</td>
<td></td>
</tr>
<tr>
<td>The examiner was willing to consider approaches and opinions different from his/her own.</td>
<td></td>
</tr>
<tr>
<td>The questions on taped material were asked to gain information or to clarify rather than to supervise.</td>
<td></td>
</tr>
<tr>
<td>The examiner was clear about the requirements for the examination.</td>
<td></td>
</tr>
<tr>
<td>The examiner offered feedback throughout the examination.</td>
<td></td>
</tr>
<tr>
<td>The examiner showed positive regard for the candidate’s knowledge and information.</td>
<td></td>
</tr>
<tr>
<td>The examiner made an effort to find the candidate’s strengths.</td>
<td></td>
</tr>
<tr>
<td>The examiner avoided gamey or negative transactions.</td>
<td></td>
</tr>
<tr>
<td>The examiner avoided driver behaviour such as: Hurry up and Be perfect.</td>
<td></td>
</tr>
<tr>
<td>The examiner asked questions appropriate to the level of the examination.</td>
<td></td>
</tr>
<tr>
<td>The examiner helped facilitate the examination process by being alert and carrying his/her share.</td>
<td></td>
</tr>
<tr>
<td>The examiner stated reasons for opinions and differences.</td>
<td></td>
</tr>
<tr>
<td>When asked, the examiner gave clear explanations for his/her ratings.</td>
<td></td>
</tr>
<tr>
<td>The examiner rated the candidate fairly.</td>
<td></td>
</tr>
<tr>
<td>My overall rating of this examiner is:</td>
<td></td>
</tr>
</tbody>
</table>

Total score for each person
Please rate the following areas on the BOARD CHAIRPERSON ONLY

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The chairperson stayed in charge of the examination process without being domineering.</td>
<td></td>
</tr>
<tr>
<td>The chairperson structured the examination clearly.</td>
<td></td>
</tr>
<tr>
<td>The chairperson dealt with problems if they came up.</td>
<td></td>
</tr>
<tr>
<td>The chairperson managed the details and paperwork of the examination efficiently.</td>
<td></td>
</tr>
<tr>
<td>The chairperson helped to create a comfortable atmosphere.</td>
<td></td>
</tr>
<tr>
<td>At the beginning of the examination, the chairperson allowed time for the board to establish rapport with the candidate.</td>
<td></td>
</tr>
<tr>
<td>The chairperson took responsibility for keeping the examination moving.</td>
<td></td>
</tr>
<tr>
<td>The chairperson took responsibility for providing the candidate with a fair examination in which the candidate was encouraged to accurately show his/her level of competence.</td>
<td></td>
</tr>
</tbody>
</table>

My overall rating of the chairperson is:

<table>
<thead>
<tr>
<th>Total score for this page</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairpersons total score from bottom of other side</td>
<td></td>
</tr>
<tr>
<td>Total score for chairperson</td>
<td></td>
</tr>
</tbody>
</table>

PLEASE ADD ANY ADDITIONAL COMMENTS
APPLICATION TO APPEAL EATA EXAMINATION

Name: ______________________________ Telephone: ______________________

Address: ________________________________________________________________________________

Email: ________________________________________________________________________________

I wish to appeal against the outcome of the CTA / TSTA written examination / oral examination (delete as applicable).

Date of examination: ________________________________

I enclose (tick):

☐ A copy of my written examination and the evaluation I have received
☐ A tape of my oral examination
☐ Copies of my oral exam tapes
☐ A copy of my oral exam score sheet

The grounds for my appeal are as follows:
(Please refer to the Appeals procedure)

(continue on another sheet or overleaf if necessary)

Signed: ________________________________ Date: ______________________

Send this form with all the above documentation to the Exam Supervisor (see Appendix 1).
ENDORSEMENT LETTER FOR TEW (TRAINING ENDORSEMENT WORKSHOP)

The staff of the TEW will evaluate, give feedback, recommendations and requirements to each participant in the TEW. However, there is no longer the option to defer a participant therefore your opinion of the candidate is especially important. It is our (PTSC) wish to make this screening process as thorough as possible to ensure the quality of future trainers of TA. We really value your contribution to this process and ask you to be sincere and straightforward in your feedback. Thank you for your cooperation.

I have been present and supervised __________________________________________________________
directly on (date) ____________________ on his/her teaching/supervision. My impressions and feedback to this participant’s work are written on the reverse of this form.

I believe that this participant is ready to participate in the TEW, to sign a PTSTA contract and to offer training to students in TA.

Place and date:  __________________________________________________________
Name:   __________________________________________________________
Signature:   __________________________________________________________
Teaching:
Strengths:

Learning needs:

Supervision:
Strengths:

Learning needs:
TEW STAFF EVALUATION FORM

Name: Date: Location of TEW:

1. Teaching

Strengths:

Learning needs:

Requirements:

2. Supervision

Strengths:

Learning needs:

Requirements:

3. Training program design

Strengths:

Learning needs:

Requirements:
4. Personal style

Strengths:

Learning needs:

Requirements:

Staff Endorsements/Requirements:

ENDORSED to initiate a PTSTA contract with EATA as:

☐ Teacher ☐ Supervisor

Area of specialisation: ☐ Counselling ☐ Education ☐ Organisation ☐ Psychotherapy

REQUIREMENTS:
These requirements must be fulfilled. This paper and documentation of the requirements must be added to the contract when you send it to EATA for endorsement.

SIGNATURES:

Staff:

TEW Coordinator: Participant: Date:

Requirements fulfilled:
Principal Supervisor: Participant: Date:
<table>
<thead>
<tr>
<th>TA 101 TOPICS FOR TSTA EXAM</th>
<th>TA 101 TOPICS FOR TSTA EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIC BERNE AND THE DEVELOPMENT OF HIS IDEAS</td>
<td>RECOGNITION AND DIAGNOSIS OF EGO STATES</td>
</tr>
<tr>
<td>PROCESS OF SCRIPT DEVELOPMENT [INJUNCTIONS ETC]</td>
<td>TRADING STAMPS AND RACKET FEELINGS</td>
</tr>
<tr>
<td>ORIGIN OF SCRIPT IN A CHILD'S EXPERIENCES</td>
<td>LIFE POSITIONS [DEFINITION; RELATIONSHIP TO SCRIPT]</td>
</tr>
<tr>
<td>STIMULUS AND RECOGNITION HUNGER</td>
<td>DEFINITION OF RACKETS AND SIGNIFICANCE OF INTERNAL/INTRAPSYCHIC PROCESSES</td>
</tr>
<tr>
<td>DEFINITION OF EGO STATES</td>
<td>WAYS OF DESCRIBING AND UNDERSTANDING GAMES</td>
</tr>
<tr>
<td>DISCOUNTS</td>
<td>DEFINITIONS AND EXAMPLES OF GAMES</td>
</tr>
<tr>
<td>OVERVIEW OF THE EVOLUTION AND DEVELOPMENT OF TA INC. REFERENCE TO THE EBMA</td>
<td>DEGREES OF GAMES</td>
</tr>
<tr>
<td>TIME STRUCTURING AND STRUCTURE HUNGER</td>
<td>REASONS FOR PLAYING GAMES</td>
</tr>
<tr>
<td>STRUCTURAL ANALYSIS [MODEL] OF EGO STATES</td>
<td>CONTRACTUAL METHOD</td>
</tr>
<tr>
<td>AUTONOMY</td>
<td>DEFINITION OF TRANSACTIONAL ANALYSIS; VALUE BASE</td>
</tr>
<tr>
<td>DEFINITIONS OF STROKES</td>
<td>ARAS OF APPLICATION; DIFFERENCES IN PROCESS</td>
</tr>
<tr>
<td>TYPES OF STROKES</td>
<td>DEFINITION OF SCRIPT</td>
</tr>
<tr>
<td>TRANSACTIONS</td>
<td>CHANGING SCRIPT</td>
</tr>
<tr>
<td>CONTAMINATION AND EXCLUSION</td>
<td>THE RELATIONSHIP OF RACKETS TO TRANSACTIONS, GAMES AND SCRIPTS</td>
</tr>
<tr>
<td>FUNCTIONAL MODEL [CP, NP, A, FC, AC]</td>
<td></td>
</tr>
</tbody>
</table>
PTSTA ANNUAL SUMMARY REPORT

This completed Report (made out separately for each year of the candidate’s T/STA contract) is to be included in the documentation which the candidate brings to the T/STA oral examination.

NAME OF PROVISIONAL TEACHING AND/OR SUPERVISING TRANSACTIONAL ANALYST

TYPE OF TEACHING AND/OR SUPERVISING TRAINING CONTRACT
(tick those that apply)

- Teaching ___
- Supervising ___
- Counselling ___
- Educational ___
- Organisational ___
- Psychotherapy ___

NAME OF PRINCIPAL SUPERVISOR (must be a TSTA)

- Counselling ___
- Educational ___
- Organisational ___
- Psychotherapy ___

DATES COVERED BY THIS REPORT ______________________ through ______________________

FOR PROVISIONAL TEACHING TRANSACTIONAL ANALYSTS

1. ____ Number of TA 101 courses taught
   Dates: __________________________________________
   Number of hours of each: __________________________

2. ____ Hours of teaching TA or materials related to your speciality.

3. ____ Hours of presentations at conferences and professional meetings.

4. ____ Total hours of presentations to date at national or international meetings.

5. ____ Hours of supervision on your teaching by a TSTA (list names and number of hours of supervision on addendum).

FOR PROVISIONAL SUPERVISING TRANSACTIONAL ANALYSTS

6. ____ Total hours of supervision provided.  ____ Hours of individual supervision
   ____ Hours of group supervision

7. ____ Number of supervisees to date who have received at least 40 hours of supervision from your.

8. ____ Hours of supervision on your supervision by a Supervising Transactional Analyst who is certified as a supervisor (list names and number of hours of supervision on addendum).

9. ____ Number of active Certified Transactional Analyst training contracts.

July 2003
FOR ALL PROVISIONAL TEACHING AND/OR SUPERVISING TRANSACTIONAL ANALYSTS

10. ____ Number of new Certified Transactional Analyst training contracts signed (list names - including transfers to you – on addendum).

11. ____ Number of Certified Transactional Analyst training contracts terminated (list names – including transfers from you – on addendum)

12. ____ Number of Certified Transactional Analyst trainees examined and passed (list names and dates passed on addendum).

13. ____ Number of Certified Transactional Analyst trainees examined and deferred (list names and dates deferred on addendum)

14. ____ Hours of continuing education coursework and/or related training events (list on addendum).

15. ____ Hours of TA services provided in your area of speciality since becoming a Certified Transactional Analyst.

16. ____ Number of times served as an examiner or assisted with examinations.

   Dates _____________________________________________________________

17. ____ On your addendum, please list and/or describe any of the following activities in which you have been engaged:
   a. Seminar (TA 202) leadership
   b. Initiation of TA programme
   c. Professional article published
   d. Research initiated or reported
   e. Honours attained

18. ____ Indicate the advanced educational degree(s) you hold, specifying the area in which you hold them. ___________________________________________________________

19. License information
   a. Does your home state or country require licensure in order for you to practice in your area of specialisation? Yes / No

   b. If you are licensed, indicate the type of license and your license number:

   ___________________________________________________________

   c. If licensure is required and your are not licensed, describe the legal coverage you have for your practice: ___________________________________________________________

   d. If you intend to obtain a license, indicate the type of license and when you plan to obtain it:

   ___________________________________________________________
PRINCIPAL SUPERVISOR ANNUAL SUMMARY REPORT

This completed Report (made out separately for each year of the candidate’s T/STA contract) is to be included in the documentation which the candidate brings to the T/STA oral examination.

NAME OF PROVISIONAL TEACHING AND/OR SUPERVISING TRANSACTIONAL ANALYST

PRINCIPAL SUPERVISOR _________________________________________________

PRINCIPAL SUPERVISOR COMPLETING THIS REPORT _______________________

TICK BELOW THOSE STATEMENTS THAT APPLY:

1. ____ I have reviewed the above named Provisional Teaching and/or Supervising Transactional Analyst’s Annual Summary Report and the records on which it is based and believe it to be accurate.

2. ____ I have had regular contact and have had a meaningful supervisory relationship with this Provisional Teaching and/or Supervising Transactional Analyst during the past year.

3. ____ I have not had regular contact or meaningful supervision with this Provisional Teaching and/or Supervising Transactional Analyst during the past year.

4. ____ I am satisfied that this Provisional Teaching and/or Supervising Transactional Analyst is learning and performing in his/her teaching and/or supervision at a level that will lead to becoming a Teaching and Supervising Transactional Analyst.

5. ____ I am willing to continue service as the Principal Supervisor.

SPECIFIC COMMENTS (Please comment on the Provisional Teaching and/or Supervising Transactional Analyst’s performance during the past year, areas in which the Provisional Teaching and/or Supervising Transactional Analyst needs further supervision or learning, and projections regarding readiness for becoming a Teaching and/or Supervising Transactional Analyst. Place comments on a separate sheet and attach).

Signature of Principal Supervisor: ___________________________ Date: _______________  

Signature of Trainee:   ___________________________ Date: _______________
PRINCIPAL SUPERVISOR’S CERTIFICATION TO COC ORAL EXAMINATION AS TEACHING AND/OR SUPERVISING TRANSACTIONAL ANALYST

Name of Candidate: ___________________________________________________

Examination in (tick one or both): Teaching ____ Supervising ____

Speciality (tick one): Counselling ____ Educational ____ Organisational ____ psychotherapy ____

The candidate hereby certifies that she/he has completed all the tasks, responsibilities and supervision as required by the training contract endorsed on (date): __________________ and in conformity with all current requirements laid down by EATA/ITAA for training and certification.

Date: _______________  Candidate’s signature: __________________________________

Name of Principal Supervisor (must be current TSTA): ________________________________________

As Principal Supervisor:

____ I provided training and supervision for the duration of the contract, or
____ I assumed responsibility on (date): _______________ subsequent to a transfer from prior

Principal Supervisor (name): __________________________________________________________

The candidate was last supervised in my presence on (date): _____________________________

Candidate taught an approved TA 101 course in my presence or in presence of

(name): __________________________________________ TSTA on (date): ______________________

For TEACHING endorsement requirements:

Candidate has completed:

____ hrs. (300 min.) of experience teaching in his/her speciality;
____ hrs. (100 min.) of continuing education in his/her speciality;
____ hrs. (12 min.) of which 6 must have been at national or international level of presentations at conferences and professional meetings.

Candidate has received a total of ____ hrs. (50 min.) of supervision by a TSTA of his/her teaching of which ____ hrs. were provided by me.

Continues next page...
For SUPERVISING Endorsement Requirements:

Candidate has completed _____ hrs. (500 min.) of experience by supervising in individual and/or group supervision sessions.

Candidate has received a total of _____ hrs. (50 min.) of supervision of his/her supervision, of which ____ hrs. were provided by me.

The following is to be completed for All Candidates, Teaching and/or Supervising:

Candidate was certified by COC/BOC as a Transactional Analyst with:
____________________________ speciality on (date): ________________________

Candidate attended a 35-hour EATA/ITAA approved course in ethics, supervision and training, currently known as a Training Endorsement Workshop (TEW) from: _________________ to _________________ (dates) at (location) ________________________________ at which the TEW supervisor was (name):
______________________________________________________________________________

Names of two CTA candidates whom the current TSTA candidate has supervised for at least 40 hours each:
1. Name: ___________________________________________________________________
2. Name: ___________________________________________________________________

Locations of COC or BOC exam sessions, with dates, at which the candidate has examined or served on exam staff during the period of his/her TSTA contract (3 min.):

Total number of COC or BOC exams in which the candidate has served as an examiner during the period of his/her TSTA contract (5 min.):

Principal Supervisor’s signature: _______________________________ Date: _________________
## TSTA ORAL EXAMINATION: TEACHING SEGMENT
### SCORING SHEET

Candidate: ____________________________  Date: _______________

Each of the eight following areas is graded on a 5-point scale. Select the number rating which you believe best describes the candidate’s performance.

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. GRASP OF SUBJECT MATTER (TA OR OTHER MATERIAL)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent command of the subject</td>
<td>5</td>
<td>Moderate command of the subject</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Poor command of the subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. ORGANISATION AND CLARITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material flows logically</td>
<td>5</td>
<td>Fairly organised and clear and easy to follow</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Unorganised and difficult to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. CREATIVITY AND ENTHUSIASM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New and imaginative ways of teaching; simulates high interest in participants</td>
<td>5</td>
<td>Moderately interesting and motivated.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dull and imaginative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. PACING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled at adjusting the rate of presentation in order to maximise participant comprehension</td>
<td>5</td>
<td>Fairly good rate of presentation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Too fast or too slow for participant comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. TEACHER-GROUPS INTERACTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent contact with audience and showed skill in handling questions</td>
<td>5</td>
<td>Aware of audience and answered questions okay</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Seemed out of touch with audience and unable to respond well to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. LEARNING THEORY AND METHOD</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear coherence between theory of learning and demonstrated method</td>
<td>5</td>
<td>Some coherence between theory and practice</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Little or no coherence between theory and practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 7. SUITABILITY OF TEACHING TO AUDIENCE

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and method address meet the learning goals of the audience</td>
<td>Moderately good match of teaching to audience</td>
<td>Little or no match</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 8. PROTECTION AND PERMISSION

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear contracts and boundaries in the learning/teaching process</td>
<td>Adequate demonstration of attention to contracts and boundaries</td>
<td>Lack of clear contracts and boundaries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In light of the above evaluation and examiner’s confidence in the candidate, the following votes to certify or defer are made. The total average score must be at least 24 in order to be certified.

Points are to be used as a guide and the judgment of the examiners is the final decision. However, deferment is automatic if a candidate receives a rating of ‘1’ from all of the examiners in any one category.

It takes three examiners to certify a candidate. If three or more examiners vote to pass, the candidate passes. If two examiners vote to defer, the candidate is deferred (no process facilitator is called).

<table>
<thead>
<tr>
<th>\</th>
<th>\</th>
<th>\</th>
<th>\</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A process facilitator is an experienced examiner whose purpose is to help the board solve problems arising during the examination procedure. Anyone can request the chairperson to call a process facilitator at any time during the examination. The candidate may request the chairperson to call a process facilitator at any point before the individual board members begin to score. This point is to be announced by the board chairperson, who will ask the board if they are ready to begin scoring. After this point, only the chairperson or a board member (through the chairperson) can call for a process facilitator. The process facilitator will establish a clear contract with the board and will help the board reach a decision. If no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor can help the board reach a decision or can excuse the board and convene a new board to re-examine the candidate. Neither the process facilitator nor the examination supervisor will examine or vote.</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>EXAMINER’S NAME</td>
<td>CERTIFY</td>
<td>DEFER</td>
<td>TOTAL</td>
<td>\</td>
<td>\</td>
</tr>
<tr>
<td>1.</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please put all comments on a separate sheet of paper

---

12.11.7 – b  TSTA Scoring Sheet Teaching Segment  

July 2003
<table>
<thead>
<tr>
<th>Candidate: _________________________________________________</th>
<th>Date: _________________</th>
</tr>
</thead>
</table>

Each of the eight following areas is graded on a 5-point scale. Select the number rating which you believe best describes the candidate’s performance.

### 1. SUPERVISION PHILOSOPHY AND TRAINING STRUCTURE

<table>
<thead>
<tr>
<th>Trainee PTSTA</th>
<th>5 4 3 2 1</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent supervision philosophy and training</td>
<td>Some philosophy and OK structure</td>
<td>No clear philosophy or structure</td>
</tr>
</tbody>
</table>

### 2. CONTRACT FULFILLED

<table>
<thead>
<tr>
<th>Trainee PTSTA</th>
<th>5 4 3 2 1</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific contract and contract met</td>
<td>Contract agreed but not fulfilled</td>
<td>No clear contract fulfilled</td>
</tr>
</tbody>
</table>

### 3. KEY ISSUES IDENTIFIED

<table>
<thead>
<tr>
<th>Trainee PTSTA</th>
<th>5 4 3 2 1</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key issues identified</td>
<td>Some issues identified</td>
<td>Key issues missed</td>
</tr>
</tbody>
</table>

### 4. REDUCTION OF PROBABILITY OF HARM (Between Supervisee & Supervisee’s client)

<table>
<thead>
<tr>
<th>Trainee PTSTA</th>
<th>5 4 3 2 1</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety clearly increased</td>
<td>Basic safety issues addressed</td>
<td>Safety issues not addressed</td>
</tr>
</tbody>
</table>

### 5. INCREASES DEVELOPMENTAL DIRECTION

<table>
<thead>
<tr>
<th>Trainee PTSTA</th>
<th>5 4 3 2 1</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development clearly facilitated</td>
<td>Some encouragement for development addressed</td>
<td>No challenge offered</td>
</tr>
</tbody>
</table>
6. SUPERVISOR MODELS PROCESS

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</table>

Supervisor clearly models required behaviour

Supervisor usually congruent

Supervisor incongruent

7. EQUAL RELATIONSHIP

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Equality maintained wherever possible

Supervisee usually treated as an equal

Supervisee treated as an inferior

8. UNDERSTANDING OF ETHICAL ISSUES

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</table>

Ethical issues made explicit

Some ethical issues addressed

Ethical issues missed or misunderstood

In light of the above evaluation and examiner’s confidence in the examinee, the following votes to certify or defer are made. The total average score must be at least 48 in order to be certified. If the candidate receives a score of 1 in any one category from ALL the examiners, deferral is automatic. It takes three examiners to certify a candidate. If two examiners vote to defer, the candidate is deferred (no process facilitator is called). The candidate may request that the Chairperson call in a process facilitator at any point before the individual board members begin to score. This point is to be announced by the board chairperson, who will ask the board if they are ready to being scoring. After this point ONLY the board members (including the chair) thought the Chairperson can call for a process facilitator. The process facilitator will establish a clear contract with the board and will help the board reach a decision. If no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor can help the board reach a decision or can excuse the board and convene a new board to re-examine the candidate. Neither the process facilitator nor the examination supervisor can examine or vote. Examiners must consider whether they would refer supervisees to the candidate. If the answer is ‘NO’ they should defer.

EXAMINER’S NAME | CERTIFY | DEFER | COMBINED TOTAL
---|---|---|---
1. | [ ] | [ ] |
2. | [ ] | [ ] |
3. | [ ] | [ ] |
4. | [ ] | [ ] |

TOTALS  
Trainee | PTSTA
---|---
1 | 1
2 | 2
3 | 3
4 | 4
5 | 5
6 | 6
7 | 7
8 | 8

TOTAL AVERAGE (Combined total divided by 4)

PLEASE PUT ALL COMMENTS ON A SEPARATE SHEET OF PAPER