



EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS

ORAL EXAMINATION TA EDUCATIONAL 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	4	3	2	1	1
can articulate and discuss a coherent personal and social vision as an educator congruent with TA philosophy, ethics and practice	can demonstrate a personal vision of education showing links with TA philosophy, ethics and practice	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	4	3	2	1	1
demonstrates practice which takes account of historical, cultural, social perspectives and actively promotes empowerment of learners within their context	shows awareness of historical, cultural, social factors; practice facilitates empowerment	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	4	3	2	1	1
demonstrates a high level of collaborative working with mutual respect, empathy and self-reflection that promotes ongoing learning	demonstrates some collaborative ways of working showing respect, empathy and some self-reflective ability	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	4	3	2	1	1
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	assessment accounts for a variety of educational needs and issues. Planning is appropriate and leads to positive learning outcomes.	limited evidence of appropriate assessment and planning.			

5. Setting of appropriate aims and goals with the contractual processes to achieve them.

5	4	3	2	1	1 _____
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.	some evidence that aims and goals are appropriate and negotiation of contracts promotes their effective achievement.	little awareness shown of the complexity of issues involved in appropriate and effective aim and goal-setting and contracting.			2 _____ 3 _____ 4 _____ _____

6. Effectiveness of implementation of educational TA strategies; awareness of significance of interventions; responsiveness to ongoing evaluation.

5	4	3	2	1	1 _____
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.	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.	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.			2 _____ 3 _____ 4 _____ _____

7. Creativity and challenge

5	4	3	2	1	1 _____
high level of flexibility, demonstrating intuition, spontaneity and creative thinking and practice, including awareness of client needs for both challenge and support.	evidence of flexibility and creativity in practice; clients offered sufficient support and challenge	low flexibility and/or creative practice; limited range of techniques.			2 _____ 3 _____ 4 _____ _____

8. Conceptualisation of education and learning in terms of TA theory.

5	4	3	2	1	1 _____
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	knowledge of a range of concepts and approaches; some ability to select and apply appropriately	limited range of concepts and approaches used; little evidence of considered application			2 _____ 3 _____ 4 _____ _____

9. Education and learning models and theories in relation to TA

5	4	3	2	1	1
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	can discuss educational approaches; some ability to critique and to integrate with TA theory	awareness of limited range of educational approaches; only some integration with TA			

10. Overall Rating

5	4	3	2	1	1
demonstrates high level of ability as a competent TA educator: clear connection of theory to practice	moderate level of ability	limited ability			

Points are to be used as a guide and the judgment of the 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 one category, or 2) if the total score is less than 25.
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 procedures. 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.

10 _____

Candidates Name:

Examiners Name	Certify	Defer	
1.	<input type="checkbox"/>	<input type="checkbox"/>	Combined Total _____
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	Average Total _____
4	<input type="checkbox"/>	<input type="checkbox"/>	Combined total divided by 4