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**To : all PTSTAs and TSTAs**

**From : PTSC**

**N° 25 – December 2007**

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*The Professional Training and Standards Committee (PTSC) of EATA addresses all TSTAs and PTSTAs who are members of EATA. With the PTSC Telegram we want to inform you about new developments and decisions concerning training, exams, standards, regulations, etc.*

*The PTSC Telegram will appear at irregular dates, whenever important decisions have been made by the EATA Council or ITAA committees. You may choose to collect the Telegrams for your personal memory. On top of the first page you will find the number and date of publication.*

*Please be aware that the PTSC Telegram is not an alternative to the EATA Newsletter or ITAA Script, but offers specific information which you sometimes may also find in the other papers.*

*Address requests or comments to: Sabine Klingenberg,, PTSC Chair, EATA c/o Marianne Rauter, Silvanerweg 8, D-78464 Konstanz. Telephone: 0049-7531-95270. Fax 0049-7531-95271, eMail: EATA@gmx.com*

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## **NEWS FROM PTSC and COC and TACC**

This telegram comes from Resi Tosi, outgoing PTSC Chair, and by Sabine Klingenberg, incoming PTSC Chair. If you need contact her about PTSC matters her e-mail is: [Sabine.Klingenberg@abakushad.de](mailto:Sabine.Klingenberg@abakushad.de). Members of PTSC are Jenny Bridges (UK), Isabelle Crespelle (F), Carla de Nitto (I), Jacqueline Dossenbach (CH), Marco Mazzetti, Chair of COC (I), Nicole Pierre (F), Roos Ikelaar (NL)

Together we are bringing news and feedback for training and certification after the PTSC and COC meetings in Les Diablerets and the TACC meeting in San Francisco, held in summer '07.

Dear Colleagues,

First of all I would like to thank Resi Tosi with love and respect on behalf of PTSC and personally for her wonderful work as chair of PTSC. She now is the President of EATA. Her warmth and cordiality allowed discussing and working in an inspiring and respectful way. Her clear and multilevel thinking forced the way to solutions acceptable for all countries and associations. And I would like to thank her for the support she gave and gives to me.

**Adding a field:** After the last TACC (T&CC (ITAA) and PTSC/COC (EATA)) meeting in San Francisco August 2007 we agreed set up a task force to revise the process and create a proposal until next meeting August 2008 and to stop the process temporarily. The reason is to find a stable agreement among the international associations, respecting different professional cultures. We decided to stay so far with the old process: if a CTA wants to add a new field of application she/he has to pass through the whole process (2000 hrs, written and oral exam)

## EXAM NEWS

### CTA

1. CTA exam Organisational: The new **scoring sheet for the organisational field** > attached
2. CTA exam Psychotherapy: TACC decided to stay with the requirement for the **group tape** in CTA exams (see Manual Chapter 9.3.3.2.)
3. CTA exam educational: TACC ratifies the **revised part for the written exam** in the educational field (Handbook 8.3.1 – 8.3.2) > Attached

### TSTA

1. TSTA exam: TACC agreed to add a sentence to the **Application form for TSTA exams** (Handbook 12.6.9.):  
*The (Mentor) Principal Supervisor declares that he has at least examined 3 times during the last 5 years: dates and venues, signature.*
2. TSTA exam: TACC agreed to the new format for the Ethic part in the **scoring sheet for “Theory, Organisation and Ethics”**:  
*Awareness of ethical consideration in different contexts (supervision, teaching, training, TA organizations and the wider community)*  
*5 Is aware of values and ethical principles and analyses situations accordingly*  
*4*  
*3 Some awareness of values and ethical principles, including their distinction*  
*2*  
*1 Little information about values and ethical principles*

**101 outline update:** TACC creates a task force to create a proposal for the new outline until end of February 2008: Servaas van Beekum (chair), Claude Steiner, Milly de Micheli, Mark Widdowson, Suriya, Ian Stewart, Richard Erskine and Charlotte Sills

### NEWS FROM THE PILOT STUDY

The Pilot study about the new way starts the first CEW: Continuous Evaluation Workshop from 30<sup>th</sup> June to 2<sup>nd</sup> July 2008. The venue will be in Slovenia (exact venue will be published in EATA Newsletter and the Website in December 2007). The workshop supervisor is Nicole Pierre (Coordinator of the Pilot)

### TEW

The pilot about the new format for the TEW, the TPW (Training Preparation Workshop) will be prolonged for 3 years. It will be evaluated. Each year there will be the opportunity to take part in one TEW or in a TPW (format and design published in EATA Newsletter June 2006).

Next date for TPW: 7<sup>th</sup> – 9<sup>th</sup> of December 2008 Turin (Italy)

### Handbook:

1. Dave Spenceley creates a “Job description for Exam Supervisor” > attached
2. A task force, Charlotte Sills, Marco Mazzetti and Dave Spenceley will revise the handbook. The changes will be published in a way translated handbooks could be revised in a good way too.

### Examiner Training

COC agreed to give one day in Turin in December 2008 for the Examiners Training, or before if requested and to create a pool of trainers who will meet to discuss how to train examiners.

### Trainers Meetings

Future International Trainers Meetings will be:

- TACC: A half day in Johannesburg, South Africa 5<sup>th</sup> of August.
- Organised by PTSC and the EATA Executive: Two days residential (combined with exams) 1<sup>st</sup> - 2<sup>nd</sup> of July 2009 in Grado 2009 (Italy)

We need your support: TACC decides to collect information about different **“half way” certificates** (before CTA exams). For EATA –PTSC Nevenka Miljkovic will collect the information about the certificates in your organisation [NevenkaMiljkovic@t-online.de](mailto:NevenkaMiljkovic@t-online.de). We will discuss the results in the next PTSC meeting (Slovenia) and the TACC meeting in Johannesburg 2008

I would like to say thank you all in the PTSC and COC, the TEW coordinator Matthias Sell and the Examining Supervisor, Dave Spenceley for their support and the cooperation.

Very best wishes to everyone for the Festive Season. I hope you all have Happy Holidays, a wonderful Happy Christmas, and a happy New Year.

Sabine Klingenberg  
Chair of PTSC

# Rating sheet for CTA-O Final version

## **1. Understanding the professional context**

5 articulates and discusses a coherent personal and contextual vision as an O.D. consultant, congruent with transactional analysis philosophy

4

3 articulates and discusses some personal vision as an O.D. consultant, showing some links with transactional analysis philosophy

2

1 can hardly articulate and discuss a personal vision as an O.D. consultant with little links with transactional analysis philosophy

## **2. Working with people in organisations**

5 demonstrates account of historical, cultural, social perspectives and actively promotes learning in the organisation

4

3 shows some awareness of historical, cultural, social factors and some practice of learning of the organisation

2

1 awareness of historical, cultural and social factors and the learning by the organisation is vague or invisible

## **3. Demonstrating assessing and contracting**

5. demonstrates a high ability of assessing the client system adequately and of appropriate contracting

43

demonstrates some ability of assessing the client system adequately and some appropriateness in contracting

2

1 demonstrates no adequate assessment of the client system and only little evidence of appropriate contracting

## **4. Demonstrating designing and implementing**

5. shows high level of design and implementation of methods related to developmental needs of the client system; including program planning for optimal learning

4

3 shows some relation of design and implementation with the needs of the client system and some learning occurring from that

2

1 shows a limited relation of the design and implementation with the needs of the client system and learning is not visible

## **5. Creating an I+/U+ relationship with client**

5. creates a co-operative and respectful working and learning relationship

43

shows some ability of creating an adequate working and learning relationship

2

1 shows little or no ability of creating an adequate working and learning relationship

## **6. Managing group process and dynamics**

5. demonstrates high awareness of group dynamic concepts in practice and is able to name and conceptualize group process

4

3 demonstrates some awareness of group dynamics in practice

2

1 demonstrates little or no awareness of group dynamics in practice

## **7. Demonstrating interventions**

5 shows high level of awareness of own interventions

43

shows some awareness of own interventions

2

1 shows a limited awareness of own interventions

### **8. Reflective ability and ethical practice**

5. shows high awareness of own professional practice and personal process and clearly relates to ethical principles

4

3 shows some awareness of own professional practice and personal process and some relation to ethical principles

2

1 shows limited awareness of own professional practice and personal process and little relation to ethical principles

### **9. Knowledge of own field in relation to transactional analysis**

5. shows knowledge of organisational theories and approaches and the ability to relate them to transactional analysis

4

3 shows some knowledge of organisational theories and approaches; with some ability to relate them to transactional analysis

21

Shows little knowledge of organisational theories and approaches and a limited ability to relate them to transactional analysis

### **10. Overall rating**

5. High professional level

4

3. Some omissions but good enough professional level

2

1. Professional level inappropriate  
in principle accepted by TACC

Banagalore, July 2004

## 8.3 EDUCATIONAL WRITTEN EXAMINATION

### 8.3.1 A) Professional Self-portrayal

*The answers to the following questions should be as concise as possible*

- a) In what educational context(s) do you work and what are your professional qualifications as an educator?
- b) Describe the setting(s) of your work and your job description(s). Include details of the staffing structure and how you relate to your colleagues within the organisational framework.

Describe the individuals and/or groups with whom you work, indicating their particular characteristics and educational needs.

- c) In what way(s) do you include TA in these context(s) educationally?
- d) Comment on professional, ethical and legal matters relevant to your educational TA application(s) in the above context(s).

### 8.3.2 B) Report and reflect on learning experiences gained during training.

*Answers should include the following aspects and should be as concise as possible.*

- a) Describe the importance of TA in your personal development and how it has influenced you professionally.
- b) When and why did you choose to undertake TA training, and with what purpose in mind?
- c) How has this affected your career pathway, if at all?
- d) What challenging experiences have you had while learning/using TA?
- e) How have these experiences influenced the development of your professional identity as an educator and a TA practitioner?

### 8.3.3 C) The case/project study

Choose your case-study/project to demonstrate

- the main focus of your educational practice
- your identity as an educational TA practitioner
- your fulfilment of the educational competencies (see Section 5.3.2 in this handbook)

The work described in the case-study should show the development of a project from first contact, through the contracting process, planning and implementation to completion and evaluation. Throughout, your overall analysis and ongoing analytical reflection should be apparent to the reader.

Show the impact of your involvement including

- your role with respect to all parties to the contract
- effectiveness of interventions
- learning – for yourself as well as the participants
- feedback and assessment of changes achieved

*Practical tips:*

- *all information should relate to the work described*
- *indicate the time schedule*
- *reference concepts by date (as in TAJ)*
- *NB - in the education field, where contracts are often 'multi-party', the term 'client' can refer to various participants in a contract eg an education institution, a pupil, a group of learners etc, according to the context.*

#### 1. Abstract

A short summary/overview of the project

#### 2. Context

Describe the educational context or setting of the work – general data about the organisation/institution/school/group, relevant background and history, social, cultural and demographic information, people involved in the work, numbers and roles

### 3. *Needs Assessment*

Present both the client's assessment and your own assessment of the needs in the situation. What were your initial proposals and ideas about possible interventions/input? – this may refer to a 'problem' or to a need for learning/development or a desired change (in culture, or in working practice of the institution or group/part within it). Include reflection on your own values, resources and ideas, and how they 'fit' with those of the participants in the project.

### 4. *Contract*

Describe the contract, agreements, aims and goals of the work. Refer to TA concepts related to contracting eg multiparty contracting, levels of contract.

### 5. *Planning and Design*

What factors did you take into account in your planning and design? What methods and strategies did you propose to use and why? Which TA concepts informed your thinking and practical strategies? Describe both those you used as an internal analytic framework and those you planned to use overtly with the participants.

### 6. *Implementation*

What happened? Describe the process of the work including its stages, effective and less effective strategies and measures used, changes you made as the work progressed, how you used feedback from participants. Show your critical reflection throughout.

### 7. *Evaluation*

What criteria did you use to evaluate change and/or development? How far was the contract fulfilled? Include feedback from client organisation where appropriate and from the full range of participants. Describe any possible future developments.

### 8. *Conclusion*

Looking back, reflect on your own experience and learning throughout the project. What have you gained? and what are you taking forward? Discuss how your learning from this project will inform your work in future.

### 9. *References & Bibliography*

Include a complete *reference* list of all concepts and authors cited in the text. You may also give separately a *bibliography* to indicate other reading and research that has informed your study and other theories and approaches in education that have influenced you.

## **8.3.4 D) Questions on theory and literature**

Preliminary remarks:

The purpose of this section is to demonstrate your theoretical understanding of TA concepts and models. You are required to answer six questions from the list provided below.

Theoretical presentation means providing a definition and description of the general concept leading to an analysis and explanation of its use, and showing connections, where appropriate, to other TA concepts. It is also expected that examples illustrating specific concepts will be provided to extend your explanation. The exemplar material should preferably be from Section C. Where necessary additional illustrative material can be used and must be taken from within the educational field. All examples are to be set out briefly and concisely.

There are two ways in which you can present your responses to the six questions, all of which are designed to integrate coherently with the project study in Section C. **The important point is to be clear at the outset of your study where and how the six theoretical questions will be answered.** Here are the two options:

1. The responses can be set out as a separate section at the end of the Section C in the form of an appendix.
2. The responses can be set out separately within Section C as an extended commentary on a specific theme.

A combination of these is possible, for example two responses provided as an extended commentary and four responses as an appendix. With regard to Option 2 it is important to alert the reader exactly where the response begins and ends in Section C.

Finally, it is important that there is coherence and consistency in your treatment of the theory questions, example material used and where appropriate, the Section C narrative.