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8 THE CTA WRITTEN EXAMINATION

8.1 Introduction and Overview

8.1.1 Overview of the Written Examination

The Written Examination, which used to be called the Case Study, consists of four sections:

- A. Self-portrayal of the candidate and his or her work as a Transactional Analyst
- B. A report on the learning experiences gained during TA training
- C. The client case or project study
- D. Theory and literature. The candidate is required to answer six questions on transactional analysis theory and practice.

8.1.2 The purpose of the Written Examination

The purpose of the Written Examination is to demonstrate that the candidate has integrated the core competencies of his/her chosen field of application and how she/he works effectively and ethically as a theoretically based Transactional Analyst.

8.1.3 Scoring for each section and final evaluation

Parts A, B, C and D of the Written Examination should be answered. The sections are weighted as follows: A = 20%; B = 10%; C = 35% and D = 35%. An overall percentage score of 100% would indicate a faultless pass. The Written Examination will be deferred if the total score is less than 65% or if it does not meet the requirements set out in 8.6.2.

8.1.4 Field of specialisation

The Written Examination must be within the candidate's declared field of specialisation. The Written Examination marker will decide if this is the case. If the marker is unsure of this, they will refer the Written Examination back to the candidate's Language Group Co-ordinator for a decision. In case of dispute, the Supervising Examiner will make the final decision.

8.1.5 Language and translation

The Written Examination can be written in any language, for which there are examiners available. There is no requirement to translate it for the Oral Examination. (For requirements with regard to translation of documents for the Oral Examination, see Section 9.8.2.)

8.1.6 Anonymity

The Written Examination should be anonymous. This is the candidate's responsibility. There should be no indication in the text that might allow the candidate, Principal Supervisor or trainers to be identified. This requirement is to protect the candidate. If the candidate explicitly identifies his/her training institute or trainer in his/her written exam, the exam will automatically be returned to the candidate. The identity of a psychotherapy or counselling Case Study client must be disguised. In other fields, anonymity will be preserved wherever possible.

8.1.7 Total length

English and German language Written Examinations have a maximum word limit of 24,000.

In French and Italian language the maximum word limit is 26,500.

Other language equivalents will be decided by the Language Group Co-ordinator and the relevant Training Standards Committees.

The candidate, on sending the Language Coordinator his/her written examination, has to also send a signed statement of the number of words in his/her written exam. The Language Coordinator can ask for an electronic version of the exam, if needed.

Diagrams and the bibliography may be included in the Written Examination *in addition* to the word limit. In special cases the Language Group Coordinator may give permission also for an appendix to be included; but such an appendix may be only, for example, in clarification of a work context or project. It must not contain information that would normally be included in the exam itself and would form part of the formal evaluation.

A case study may be written on a group, as long as at least one member is described.

8.1.8 Presentation

The Written Examination should:

- Be typed or word processed
- Presented on A4 size paper
- Be printed only on one side of each page
- Be double-spaced throughout, but
- The bibliography and any transcripts may be single-spaced
- Be securely bound and professionally presented.

Each page should:

- Have good margins
- Be numbered consecutively throughout the examination document.

8.2 The Counselling Written Examination

8.2.1 A) Professional self-portrayal

This part of the Written Examination carries 20% of the total marks.

The candidate describes the context of his/her working style and his/her identity as a Transactional Analyst Counsellor in his/her field of application.

- Describe your profession, the context of your work (organisational structure, client population, client system etc.) and your identity as a Transactional Analyst using transactional analysis (TA) in the Counselling field of application.
- Include the kind of issues, presenting problems and resources which make up the context of your practice and how this influences your work as a Transactional Analyst.

8.2.2 B) Candidate's learning experience and personal development during TA training

This part of the Written Examination carries 10% of the total marks.

- Describe your development during TA training and your reasons for choosing TA.
- Reflect on important learning experiences which are significant for the development of your identity as a TA Counsellor.
- State your position on ethical, professional and legal aspects, which are important for your work.

8.2.3 C) The Project/Case Study

This part of the Written Examination carries 35% of the total marks.

Refer to the CORE COMPETENCIES (see Section 5) on which your Project/Case Study will be assessed, and include evidence of them in your Project/Case Study. Make sure that the presentation is coherent and has a clear structure.

- The Project/Case Study is to be taken from the candidate's chosen field of application; it should be typical for his/her professional practice in this field.
- The Project/Case Study is to show the Counselling core competences in practical application and theoretical background.
- The description of the process should clearly demonstrate your roles/professional identity in TA Counselling.
- Section C can be a:
 - o *Project Study* from Transactional Analyst's area of professional work. It has to be a longitudinal or cross section study, including planning, implementation and evaluation, e.g. pastoral care in a hospital, parent Counselling with individuals and groups in a social institution, management coaching in a company etc.
 - o *Case Study*, showing the Counselling process of a specific client or client system covering a specific period of time.

Some practical hints:

- Conceptualise how and why you are effective and with which interventions you stimulate the problem solving or change in client/client system.
- Include only relevant data; what is necessary to understand the specific professional competences you want to show in your Written Exam.
- Indicate the Project/Case Study time schedule.
- Mention the authors of the concepts you refer to; give full references and bibliography.

The points below are a suggested structure for your Project/Case Study (for guidance only).

1. Abstract

Very short summary of Project/Case Study

2. Context

Description of the Counselling context: client, general conditions, organisational and institutional background, any recommendation, order, relevant aspects of the system, hierarchical aspects etc.

3. Analysis of situation (assessment)

The presenting problem and strengths of client/client system and your definition of the problem, strengths and resources of the client/client system, first hypotheses, intuitions, inner reflection on your own strengths and limits as TA Counsellor, collection of additional data, analysis, verifying of the first hypothesis.

4. Establishing Counselling relationship and contract/s

The process of creating a trusting counselling relationship, its philosophical and theoretical basis, process, theory and candidates own thinking about contracting.

5. Design of the Counselling treatment plan or planning strategy

Considerations, methods and strategies, derived from above (2-4) to design the Counselling interventions. Identification of long- and short-term goals.

Discussion of the considerations, methods and strategies by using TA. Other concepts and methods may also be included. Comment on basic ideas and values of importance for the designed Counselling process.

6. Counselling process report

Description of the co-creative process of Counselling by using relevant TA concepts: significant steps of realisation of the designed Counselling process, different stages, specific examples of effective measures and interventions, management of ineffective phases, changes in planning, contracting and realisation, preventions, resource oriented solutions, personal development and the management of crisis.

7. Evaluation and prognosis

Quality assurance: criteria to measure change, process evaluation and completion of contracts.

Prognosis: present state of counselling process, possible future aspects, further steps to desirable development.

How do you evaluate the changes due to your intervention?

8. Concluding remarks

Reflections on own personal and professional learning experiences, while working on this project or case.

9. Bibliography

8.2.4. D) How candidate deals with theory and literature

This part of the Written Examination carries 35% of the total marks.

The candidate should demonstrate in this section:

- knowledge of TA theories
- capacity to conceptualise the practice of Counselling in terms of TA
- how to use theory to guide his/her work

To do so, the candidate has to answer six of the following questions. She/he may do so in a separate part of the written examination or may integrate the theory into the Project/Case Study (part C of the Written Exam).

Candidates are invited to consider the following guidance guidelines in answering questions:

- I) Theoretical presentation in this section should be consistent with the concepts and methods used in the Section C - Project/Case Study or Section A - Professional self-portrayal. There should also be consistency between the candidate's answers to different questions, thereby illustrating a coherent theoretical approach. This coherence can be achieved by:
- a) integrating theory into the text by making digressions,
 - b) developing theory separately, as a separate section, making links to the Case/Project Study and/or his professional work.

If the candidate chooses (a), he/she is to briefly describe in a separate paragraph how and where in the text six of the questions mentioned below were dealt with.

- II) Theoretical presentation means a description and explanation of concepts, including giving examples to illustrate the application of the concept: i.e. what does this general concept express and why is it useful in terms of understanding and practice.
- III) Candidate should give his/her reasons for choosing/preferring the concepts they write about.
- IV) All concepts should be defined clearly, and the source for the definition acknowledged.
- V) Answers should begin with a very brief introduction to summarise what is to be covered.

The Questions

1. Describe your personal style of transactional analysis Counselling, referring to the major approaches and those concepts you emphasise.
2. Describe an aspect of recent developments (approximately the last 10-15 years) in transactional analysis theory and how it has influenced your thinking and practice.

3. What do you see as the main aims of Counselling in your professional practice? What transactional analysis concepts do you use to facilitate this?
4. Describe the benefits of formulating an overall plan of the counselling process. What do you take into account when you are planning interventions?
5. What TA concepts do you use to analyse the counselling context? How does this influence the way you work with different types of client/client systems?
6. What TA concepts do you use to understand the origin of psychological problems? Show how this relates to your ideas on psychological well-being or 'cure'?
7. Describe how you understand the counselling relationship. Show how this relates to TA concepts, and how it influences the way you work?
8. What model(s) or concepts do you use to understand intrapsychic process, and how does this influence the way you work?
9. What model(s) or concepts do you use to understand interpersonal relationships and communication, and how does this influence the way you work?
10. How do you use contracting to enhance the counselling process?
11. What concepts do you use to work with couples, families, groups or teams with special requests and needs? How do these concepts influence the way you work?
12. Choose a topic or issue in counselling you would like to deal with theoretically using TA concepts, and show, how do these concepts influence your work.
13. Describe a research project you are aware of or have been involved in and discuss the implications for transactional analysis theory and/or practice.

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.

How do you evaluate the changes due to your intervention?

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.

The Questions

1. Describe your personal style of educational TA, referring to major approaches and the concepts you emphasise.
2. Describe an aspect of recent development (approximately 10-15 years) in TA theory and how it has influenced your thinking and practice.
3. What do you see as the main aims of education in your professional practice? What TA concepts do you use to promote these?
4. Describe your overall plan for an educational project. What factors in the context might you take account of in this plan (eg resource, ethical issues)?

5. What TA concepts do you use to assess learning needs? How does this influence the way you work in different contexts with participants to the contract and with others involved?
6. What are the overall goals and values guiding you in your work? What relationship is there between these and ideas about cure in TA literature?
7. Describe how you understand the teaching/learning relationship? Show how this relates to TA concepts and how it influences the way you work.
8. What models or concepts do you use to understand intra-psychic processes and how does this influence the way you work?
9. What models or concepts do you use to understand interpersonal relationships and communication, and how does this influence the way you work?
10. How do you use contracting to enhance the educational (or teaching/learning) process?
11. What concepts do you use to work with individuals or groups with special (educational) needs? How do these concepts influence the way you work?
12. Choose a subject you would like to deal with theoretically. If the subject is not taken from TA show the relationship to TA concepts and ways of intervening.
13. Describe a research project you are aware of or have been involved in. Discuss the implications for TA theory and/or practice.

8.4 The Psychotherapy Written Examination

8.4.1 A) Professional self-portrayal

This part of the Written Examination is worth 20% of the total marks.

1. What is your professional title?
2. Describe the place where you work or your work setting.
 - What is your job description?
 - Who are your colleagues?
 - What is your place within the organisation?
 - Who are your patients or clients?
 - Who refers them?
 - What different categories of diagnoses you work with?
3. Describe the main focus of your professional practice and what contribution TA makes to your work.
4. Describe your legal status and say how far you fulfil conditions for work as a psychotherapist as they are laid down in your country's/state's laws and statutes.
5. How do you protect yourself and your clients?
 - Describe the clients with whom you would refuse to work and say why.
 - What arrangements do you have for referral of these clients to other professionals?
 - If you are not a medical doctor, what consultation arrangements do you have to provide medical evidence and back-up?
 - What are the criteria by which you determine if such a medical consultation is necessary?

8.4.2 B) Your training and personal development

This part of the Written Examination is worth 10% of the total marks.

1. Describe the importance of TA in your professional development.
2. When and why did you choose TA and what influence did this decision have on your professional development from then on (e.g. did you change from the educational to the psychotherapy field?)
3. What challenging experiences have you had while using TA? How have they affected your personal development?
4. How have these learning experiences influenced you in finding your identity as a psychotherapist?

8.4.3 C) The Client Case Study

This part of the Written Examination is worth 35% of the total marks.

- You do not necessarily have to present the information on your client in the order given below, but it is important that you ensure that the case study as a whole is coherent.
- Provide information under each heading only if it is relevant; e.g. give information on developmental history only if this is important in your case study.
- In your description of the psychotherapy it is of paramount importance for you to clearly show your process and your role as a psychotherapist. The description should concentrate not only on the client in the course of psychotherapy but on the relationship between you and your response to the client.
- Show clearly how your interventions and the client's process are related.
- Where you refer to a particular piece of TA theory, use a text note or footnote to reference the author or authors. References should be reflected accurately in your bibliography.

1. Relevant personal details of the client, including

- a. age
- b. gender
- c. marital status
- d. current family members
- e. job status
- f. social relationships

2. Context of referral

- a. referred agency
- b. reason for referral

3. Working process

- a. did you work with this client in a group or family, or in individual psychotherapy?
- b. why did you choose this way of working?
- c. at what frequency did you work together?
- d. how long did this work continue, in terms of time and of the number of sessions?

4. At your initial meeting

- a. what problems did the client present to you?
- b. what was their mental and physical condition?
- c. what was their professional situation?
- d. what was your initial or assumed diagnosis?

5. Give historical information about your client in the following areas

- a. family
- b. development
- c. medical
- d. sexual relationships
- e. significant relationships
- f. education
- g. work and employment

6. What was the initial agreement or contract between you and the client?

7. Your diagnosis

- a. give a diagnosis based on transactional analysis, analysing the client's present situation using two or three TA concepts
- b. give a diagnosis on the basis of a non TA system that is familiar to you, for example from the latest edition of the *Diagnostic and Statistical Manual of Mental Disorders*
- c. describe how you arrived at this diagnosis, and show how you made differential diagnoses to exclude other options

8. Define the presenting problem, making a clear distinction between your understanding and your client's point of view.

9. What was the final treatment contract between you and your client?

10. Treatment plan

- a. Describe your overall treatment plan, referring to your diagnoses of the client
- b. What did you envisage to be the stages and final goal of your treatment?

11. The psychotherapy process

Summarise the psychotherapy process, describing its separate stages and using appropriate TA concepts to describe what is happening. Give examples of your interaction with the client, including literal transcripts, focusing in particular on your significant interventions and how the client responded.

- Note any connections between your interaction and the problem you defined at the beginning.
- State to what extent you consider the contract or contracts to have been completed and what criteria you used to assess this.
- Describe difficulties you experienced with transference and counter transference phenomena in your relationship with the client.
- Include a description of your use of supervision.
- With reference to your client, briefly discuss the concept of cure. Link your chosen interventions with your treatment plan and your ideas about cure. Describe to what extent your treatment plan has been realised? If you changed your treatment plan during the course of the psychotherapy, say why.

12. Prognosis

- a. Describe the present state of the treatment process and say whether you are still working with this client.
- b. How do you evaluate the changes for your patient?
- c. What is your prognosis?

13. Concluding remarks

Describe your learning experience during your work with this client.

N.B. Ensure that there is a consistency between the way you use and comment on TA theory, literature and the psychotherapeutic process in Sections C and D.

8.4.4 D) Questions on theory and literature

This part of the Written Examination is worth 35% of the total marks.

There are thirteen essay questions. Any six should be answered. It is an opportunity for the candidate to demonstrate how they use their knowledge of TA theory and literature to guide their work and their capacity to conceptualise the practice of psychotherapy in terms of transactional analysis.

Guidelines

- a. The candidate may choose between
 - ❖ Writing the six essays in Section D.
 - ❖ Integrating the six answers into the text of Section C by making digressions.
(If this option is chosen, indicate clearly where the text of the six answers is located.)
- b. Answers should begin with a very brief introduction to what is to be covered.
- c. There should be consistency between the candidate's answers, thereby illustrating a consistent theoretical approach.
- d. All concepts should be defined clearly, and the source for the definition acknowledged and referenced appropriately.
- e. Candidates should give their reasons for choosing the concepts they write about.
- f. Candidates should describe and explain these concepts providing reasons why they consider them useful in terms of understanding and practice, using examples from their work with both the case study client and other clients.

The Questions

1. Describe your personal style of transactional analysis psychotherapy, referring to the major approaches and those concepts you emphasise.
2. Describe an aspect of recent developments (within the last 10-15 years) in transactional analysis theory and how it has influenced your thinking and practice.
3. What does psychotherapeutic change mean to you? What TA concepts do you use to facilitate this?
4. Discuss the benefits of formulating an overall treatment plan of the psychotherapeutic process? What do you take into account when you are planning stages?
5. What TA concepts do you use to diagnose or assess your clients, and how does this influence the way you work with different types of client presentation?
6. What TA concepts do you use to understand the origin of psychological problems? Show how this relates to your ideas on psychological well being or cure?

7. Describe how you understand the psychotherapeutic relationship? Show how this relates to TA concepts, and how it influences the way you work?
8. What model(s) or concepts do you use to understand intrapsychic process, and how does this influence the way you work?
9. What model(s) or concepts do you use to understand interpersonal relationships and communication and how does this influence the way you work?
10. How do you use contracting to enhance the psychotherapeutic process?
11. What concepts do you use to work with couples, families or groups and how do they inform the way you work?
12. Choose a topic or issue in psychotherapy you would like to deal with theoretically using TA concepts and show how this influences your work.
13. Describe a research project you are aware of or have been involved in and discuss the implications for transactional analysis theory and/or practice.

8.5 The Organisational Written Examination

8.5.1 A) Professional self-portrayal

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

- (a) What is the exact designation of your profession and in what special field do you work?
- (b) Give a job description, including a description of the corresponding setting (e.g. where do you work, together with whom, and what is the organisational frame of reference?). Describe the population and the different diagnostic categories or other characteristic features of the clients you deal with.
- (c) What is the professional context of your TA application? What position does TA have in this context?
- (d) Comment on ethical, professional and legal matters regarding TA application in your profession.

8.5.2 B) Report on learning experiences gained during training

Answers should include the following aspects and should be as concise as possible:

Describe the importance of TA in your professional development. When and why did you choose TA and what influence did this decision have - if any - on your professional development? What challenging experiences have you had while using TA? How did these learning experiences influence you in finding your identity when working in your profession and your field of application respectively?

8.5.3 C) The Case/Project Study

Preliminary remarks:

The case/project study is to be taken from the candidate's main field of application; it should be typical of the field of application.

A project is a Transactional Analyst's area of work for which he presents a longitudinal design regarding development, realisation and testing. The project also is to show practical realisation and theoretical background.

This does not necessarily mean that an individual client, candidate or other person has to be described covering a certain period of time. Examples of possible projects can also be: pastoral bedside counselling or counselling of patients and relatives in hospitals or other social institutions; work as a management consultant on organisational interventions or related to human resource development activities (e.g. equal opportunities, team building); work as an adviser on educational curricula or teaching methods.

It is equally conceivable that a nurse, within the framework of her project, could describe long-term counselling of people who are seriously ill and/or dying.

The various elements of the case/project study, mentioned below, do not necessarily have to be dealt with in the order shown here. Should the order be changed, it is important for the candidate to make sure that the presentation as a whole is coherent.

Please include only relevant data.

Indicate the project's time schedule.

Within the framework of the description of the process, it is of paramount importance for you to clearly show your own role, i.e. the relationship between your interventions and changes in the client resulting from them.

Mention the authors of the concepts you refer to; give references and bibliography.

1. General statements and personal data of the client/clients

- Relevant data of the client (e.g. status, position regarding hierarchy, demographic data, etc.).
- Also refer to the client's history and other background.

2. Context of the order you received

- Describe the institutional and organisational background of your work.
- Who gave the recommendation/order respectively?
- What was your and the client's definition of the problem? Discuss both.
- Comment on your own basic ideas and values, referring to their importance when in contact with the client/-system.

3. Contract and/or other agreements

Describe the contracts and/or agreements with your clients and their origin. Take TA concepts with regard to contracts as a basis (e.g. administrative contract, work contract, three-sided contract).

4. Planning

Describe the considerations, methods and strategies you employed. How were they derived from the above (1. - 3.), and how did you define short- and long-term goals?

Which TA concepts and methods do you include in your considerations regarding your method and strategy, and why? If, within the framework of this project, you are referring to relevant concepts other than TA concepts, discuss these.

If there is a scheme, plan or diagram (from TA as well as from other approaches) to illustrate your considerations, it can be included in your essay.

5. Realisation

Explain and discuss how you put your plan into practice. What measures and interventions have had a positive influence on the client/-system and made a further development / change possible? Give concrete examples.

Comment on your own basic ideas and values which might have been important while in contact with the client / clients.

Summarise the process (e.g. different phases) and describe the corresponding changes (to illustrate this, you may use literal transcripts).

When describing these processes, use appropriate TA concepts and pay attention to their coherence in connection with the ones used in the theoretical part (see below).

To what extent has your plan been realised? Summarise significant steps and describe the criteria you use to determine positive changes / developments. How have short- and long-term goals been achieved and/or contracts been completed?

Were there any incidents or did you come across any difficulties while dealing with the client/system which made you change the original strategy?

6. Prognosis

Describe the present state of the project and possible future aspects. Describe further steps to be taken in order to bring about a desirable development.

How do you evaluate the changes due to your intervention?

7. Concluding remarks

Describe your own learning experience gained within the framework of this project. If you wish, you can include your personal experience while in contact with the client/system.

8.5.4 D) Questions on theory and literature

Preliminary remarks:

In this section, focal points of concepts and models used in section C will be treated theoretically with the help of appropriate questions (as listed below). Of the questions listed, six must be answered.

Theoretical presentation means that a general concept with its corresponding essential notions and the connections between these (definitions) are briefly presented and illustrated with the help of examples. Furthermore, the explanatory value of such a general concept is to be discussed with the help of examples (i.e. what idea does this general concept express, and why is it useful to have such an explanation?).

The examples used for illustration should preferably be from the project study. However, they can, in connection with the answers to individual questions, also be taken from the field of application. The examples are to be set out briefly and concretely.

The theoretical considerations are to be presented in a way that does not interfere with coherent presentation of the project study. This coherence can be achieved by:

- (a) integrating theory into the text by making digressions;
- (b) integrating theory into the text by making comments (footnotes);
- (c) developing theory separately, adding it to the project study as an appendix.

If the candidate chooses (a) or (b), he/she is to briefly describe in a separate paragraph, how and where in the text at least six of the questions listed below were dealt with. If the candidate chooses (c), reference is to be made to the corresponding part of the text.

Of course, elements of (a), (b) and (c) can also be mixed. In this case, the candidate has to indicate how and where at least six of the questions mentioned below were dealt with.

We want again to draw your attention to the fact that the theoretical presentation and the concepts and methods used in the project study must be coherent.

The Questions

1. Which concepts in transactional analysis literature do you use to describe an organisation? In your answer pay attention to the core dynamics and processes you observe in organisations as well as to organisational change. Elaborate on your selection.

2. Which concepts in transactional analysis literature do you use to describe interpersonal relationships and communication within organisations?
3. How do you reflect on communication in organisations as manifestations of organisational processes?
4. Describe how you reflect on the relationship between people working in organisations and other aspects of organisational life, such as customers, technical process, finance, and legal issues. How is transactional analysis useful for you in this regard?
5. Describe the phenomena of repetitive behaviour in organisations and your use of concepts in transactional analysis literature in understanding them. Include in your answer the way you use those concepts to produce change or growth.
6. Which TA and other concepts do you use to
 - Assess the current situation and the short and long-term necessities
 - Design the direction of change and evaluate the outcomes of an organisational development or change process?
7. Describe a research project that you are involved in or know about. Discuss the implications for transactional analysis theory and/or practice.
8. Describe concepts that you use to work with organisations from non-transactional analysis origin and how you relate them to concepts in transactional analysis literature.
9. Which concepts in transactional analysis literature and non TA do you use to describe the phenomenon of organisational culture?
10. Which concepts from TA literature do you emphasise in your work? Describe these concepts and comment on your choice.
11. Which concepts do you work with regarding contracts or other agreements between the client, the Transactional Analyst and any other parties? How do you apply these concepts in your practice?
12. What are the principles, values and ethics guiding you in your work? What is the relationship between these and TA concepts about OK-ness and autonomy?
13. Which TA concepts do you use when assessing individuals or teams and how do you apply these in your work?

8.6 Marking the Written Examination

8.6.1 Guidelines for markers

The main function of this section is to give Written Examination markers consistent criteria for use in evaluation. Please bear in mind the following recommendations based on previous experience.

The candidate has invested a lot of him or herself in this Written Examination. Respect this, no matter what the result may seem to you to be. While framing your comments, bear in mind the question: “How would I feel if I were the candidate or the candidate’s Principal Supervisor?” Your comments should provide an important guide to the Oral Examination Board about specific areas of strength and weakness in the candidate.

The Written Examination Evaluation should not include any diagnosis of the candidate. Evaluation is an educational not a psychotherapeutic process. The marker should avoid unqualified critical statements and unsubstantiated value judgements. Such words as “insufficient” or “adequate” do not carry enough information to give the candidate proper guidance to future progress. Address your remarks specifically to the criteria of the scoring scale based on the core competencies.

The Written Examination Evaluation should include positive strokes. Be specific about your expectations if there is something that is unsatisfactory or if information is missing so that the candidate learns something useful. Address the candidate directly in your comments making the evaluation a respectful and ‘I’m OK and you’re OK’ process. Limit your feedback to three pages. Use the numerical Scoring Scale, and accompanying guidelines, provided by COC.

8.6.2 Rating and Assessing the Written Examination

The Scoring Scale is in Section 12.7.9. A separate numerical scale is provided for each of the four sections up to the total percentage for that section. So Section A is marked from 1 to 20; Section B is marked from 1 to 10; Sections C and D are marked from 1 to 35.

The wording gives an indication of criteria to consider when rating each section. The dotted arrow indicates the number of points you would enter to record a pass mark for the section concerned. Any score to the right of the dotted arrow would indicate a performance of below passing standard in that section. The Scoring Scale are designed to assist in the process of balancing one section of the examination against another, and to help ensure reliability of standards between one marker and another.

When you have completed marking the sections on the Scale, add the four marks together. The result will be the overall percentage mark for the examination as a whole. If the score is 65% or more, the Written Examination will normally be graded as a pass. However, the examiner will also take the following into consideration when deciding to pass or defer:

- The candidate must have attempted all four sections.
- The four sections must be coherent one with another.

If any one of the criteria listed in the Scoring Scale is consistently of an unsatisfactory standard, this may give grounds for deferral.

Any examination marked without reference to the Scoring Scale will be returned by the Examination Co-ordinator for re-marking.

8.6.3 Evaluation

Evaluators should refer to the Core Competencies and the Oral Exam Scoring Sheet when considering the aspects on the rating scale (12.7.9).

8.6.4 Marking procedures

All CTA exam documentation is in Section 12.

The identity of the written exam marker(s) and candidate has been a hot topic inside EATA and demonstrates what a thinking, involved and ethically mindful group examiners are. To disclose, or not disclose is considered with the same ethical attention, but from different positions by different markers and in different language groups. PTSC and COC have considered all the different positions and experimented with different possibilities in order to find the best solution. Important for our system are both equality and transparency and the present rules are aimed to honour both these values.

1. Evaluation is initially carried out by the candidate's own Principal Supervisor, in the form of a general appraisal of the Written Examination.
2. If it is, in their opinion, of passing standard, the candidate should send it to the Language Group Co-ordinator together with the Submission of Written Examination form giving the candidate's contact details. Put no identifying material on the written examination. The Principal Supervisor's Endorsement of CTA Written Examination form should be enclosed (see Section 12).
3. The Language Group Co-ordinator keeps two lists of markers. Those who are willing to be named as marker and those who wish to mark anonymously. The Language Coordinator asks the candidate if s/he wishes to know the identity of their marker(s), and is available to do the same (reveal her/his name at the end of the exam process.) The candidate indicates clearly Yes or No. If the candidate says Yes, then their name will be shared with the marker(s) at the end of the process so the names of both parties is open and then it is possible to have some exchange of feedback at the end of the process.
4. The Language Coordinator appoints a marker who fits with the request of the candidate and the wishes of the marker, named or anonymous, and sends the Written Examination to a marker together with the official Letter to the Evaluator of the CTA Written Examination. This will be a Certified Transactional Analyst, preferably a PTSTA, CTA Trainer or TSTA in the candidate's field of specialisation. At this point, the Language Group Co-ordinator will not identify the candidate or the marker to each other.
5. The examiner using the Scoring Scale marks the Written Examination. Before writing his/her evaluation he/she informs the Language Co-ordinator of his/her decision. Where the candidate has passed, the Co-ordinator will instruct the examiner to proceed with the Written Examination Evaluation. The Evaluator writes this on identifying notepaper and signs it. The Written Examination and the Written Examination Evaluation are returned to the Language Group Co-ordinator.
6. If it is a pass, the Language Group Co-ordinator returns the Written Examination and the Written Examination Evaluation to the candidate together with an official letter. The candidate is sent feedback according to the nature of the contract. If anonymous, then all names stay confidential to the Language Coordinator and if named, then the evaluation will be signed and the marker made aware of the name of the candidate so an exchange may take place.
7. If the examiner informs the Language Group Co-ordinator that he/she intends to defer the paper, the co-ordinator will instruct him or her not to write the Written Examination

Evaluation. The Co-ordinator will automatically send the Written Examination to a second examiner together with the official Letter to the Evaluator of the CTA Written Examination. The second examiner is not told that the first examiner has deferred the Written Examination.

8. The second examiner follows the procedure described above – he/she informs the Language Group Co-ordinator of his/her decision regarding the examination. At that stage, the Language Group Co-ordinator informs the examiner that he/she is the second examiner and asks the two examiners to confer. If the second examiner also defers the examination, it is deferred. The two examiners agree feedback together and both put their names to the Written Examination Evaluation. The Language Group Co-ordinator returns the Written Examination Evaluation to the candidate together with an official letter.
9. If an examination is deferred by the first examiner and passed by the second, the Language Coordinator will ask the two examiners in their discussions to come to a common decision, and to present a joint Written Examination Evaluation. Taking part in this discussion is mandatory. Both of the names of the markers can be communicated to the candidate if they agreed.
10. If they come to an agreement and produce a joint Written Examination Evaluation, this is sent to the candidate together with the official Letter to be sent with Evaluation of CTA Written Examination.
11. If they cannot agree, a process facilitator will be appointed by the Language Coordinator to help the markers to find an agreement. The process facilitator will not read the written exam.
12. If they cannot agree, the Written Examination goes to a third examiner together with the official Letter to the Evaluator of the CTA Written Examination. The decision of the third examiner is final.
13. The Written Examination is marked by the third examiner in consultation with the two previous examiners and the Written Examination Evaluation is sent to the Language Group Co-ordinator. The third marker will sign alone the evaluation.
14. The Language Group Co-ordinator returns the Written Examination Evaluation to the candidate together with an official letter. Regarding anonymity, as above, the feedback to the candidate is sent according to the nature of the contract. If anonymous, then all names stay confidential to the Language Coordinator and if named, then the evaluation will be signed and the marker made aware of the name of the candidate so an exchange may take place.

When a Written Examination is deferred, it may be re-written by the candidate and resubmitted. The Language Group Co-ordinator will accept it for further marking only when the candidate's Principal Supervisor has re-read the examination and signified in writing that they consider the re-written version to be of passing standard.

8.7 Appeals

An appeals procedure is implicitly built into this examination assessment procedure. However, in exceptional circumstances, a candidate may want to appeal the outcome or process. In this case he or she may use the Appeals Procedure in Section 9.10.