

International Centre for Transactional Analysis Qualifications

ICTAQ Professional Qualifications Handbook: TA Practitioner, TA Advanced Practitioner, TA Master Practitioner

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Qualifications CIC

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Introduction

Please note that the qualifications described in this manual are subject to change in the light of experience. However, no changes will be applied that would disadvantage any registered student.

Overview

This manual sets out the details of the ICTAQ Certificate, Diploma and Advanced Diploma and explains the relationship of these to the ITAA/EATA Certified Transactional Analyst (CTA) qualification. It contains information on the background to the qualifications and the procedures for undertaking them.

In summary, ICTAQ operates Certificates, Diplomas and Advanced Diplomas in Transactional Analysis. These are designed to be at approximately the same academic level as typical postgraduate qualifications through to Masters level but have an emphasis on practical application so that they equate respectively to about 25%, 50% and 100% of the requirements for CTA.

These ICTAQ qualifications are in Developmental TA (DTA) or in TA Psychotherapy (TAP), whereas the international CTA qualification is in one of four specific fields. ICTAQ students are expected to specialise more on developmental or psychotherapy as they become more advanced practitioners; they may specialise at early stages provided they cover the fundamentals. Students may state that they hold the Certificate (or Diploma, or Advanced Diploma) in TA Psychotherapy or in Developmental TA; subject to approval by ICTAQ they may also choose to specify a field of practice for the DTA option, such as Coaching, Consulting, Teaching etc.

Those who attain the Certificate may use the title TA Practitioner; for the Diploma the title is TA Advanced Practitioner; for the Advanced Diploma it is TA Master Practitioner.

The ICTAQ qualifications require students to produce portfolios that demonstrate their competence. Students are also required to complete a defined number of hours of TA training and TA supervision (provided by appropriately-qualified TA trainers/supervisors) and to complete a defined number of hours application of TA in a professional capacity (i.e. using TA to help others develop).

Those seeking ICTAQ qualifications choose an ICTAQ Training Member as their sponsor and sign a three-cornered contract – student, sponsor/trainer and the ICTAQ (see Appendix 3). Student and sponsor agree a suitable timeframe for attaining the qualification. Prior TA training, supervision and practical application may be taken into account, depending on content and trainer. Existing alternative qualifications in TA may also be taken into account, although there are currently few of these available.

A significant difference has been the focus of ICTAQ on opportunities for online learning. Originally started many years ago as a way of enabling international groups to study together, this has also allowed students to undertake TA training when they live in countries where there are no qualified TA trainers. It eliminates the need to travel, and has of course become highly relevant as coronavirus has emerged. There are also opportunities for students to attain postgraduate university qualifications, including an MSc.

The Links to Other TA Qualifications

This note is included for the avoidance of doubt. ICTAQ qualifications have been designed so that they run alongside other TA qualifications. Students can choose to supplement their ICTAQ qualifications with other accreditations; because of their existing qualifications, all hours provided by ICTAQ team members are recognised by ITAA and EATA. More information about other TA qualifications is provided in Appendix 6.

Developmental & Psychotherapy Transactional Analysis

Transactional analysis is a humanistic approach, with psychodynamic underpinnings, to understanding human functioning and helping individuals to attain autonomy. It was originated during the 1960s by Dr Eric Berne; since then it has continued to develop and is now used extensively, in many languages around the world. Even at the time when Berne was introducing it for psychotherapy, when it was referred to as clinical, there existed a provision for what were known as 'special fields' practitioners. Over the years these have become restricted by EATA and ITAA into educational, organisational and counselling fields; ICTAQ prefers to have a separation only between psychotherapy and developmental applications, albeit with the provision for practitioners to add more specific information in parentheses after their titles if they wish

Developmental TA is the term now in use to refer to the non-therapy fields of application of TA. It is concerned with applying TA to the process of change and growth at the personal, professional, group and organisational levels. These developmental specialisms have much in common. They focus on using TA in a way that involves sharing (teaching) the models and concepts with clients and working with (facilitating) them to increase their self-understanding and hence their behavioural options. Clients are also helped to understand the structures and processes that operate within groups, teams, organisations and institutions. Developmental TA is therefore appropriate for a wide range of helping professionals, including but not limited to consultants, coaches, facilitators, educators, trainers, social workers, counsellors, HR professionals - anyone where the responsibilities of the role include the psychological development of others.

Competencies

To maintain the link to EATA/ITAA qualifications, the criteria, or competencies, used for CTA exams for the various fields of application have been synthesised into one set as shown in Appendix 1.

We will continue to monitor the international criteria and may amend the ICTAQ Competencies if necessary. However, they have now been used successfully for several years. Ample notice will be given to students if changes are needed.

The ICTAQ Professional Qualifications Framework

Design Considerations

A major consideration has been about access to TA literature. Much of it has appeared over the years in the *Transactional Analysis Journal*, which is available only by subscription or via a university that provides access through a publisher's database, or within books that are often now out of print. Because of this, from 2020 onwards ICTAQ will be issuing free literature reviews, which can be used by students and trainers. ICTAQ welcomes offers to translate any of these materials, provided they continue to be offered free.

Another major consideration is that practitioners are themselves the 'tools of their trade'. A craftsperson may be using hammers and spanners, an information technology practitioner may use a computer, but a helping professional uses themselves. Therefore, in addition to acquiring theoretical knowledge and practical skills, students are required to develop a high level of self-awareness and the ability to analyse themselves and their interactions. It is essential that any of their own issues do not have a negative impact on their clients.

The training design therefore expects students to:

- study, contrast and critique the various TA models
- generate hypotheses related to potential interventions (i.e. from an initial diagnosis)
- record their interactions with clients and subsequently analyse the recordings
- relate analyses to hypotheses in meaningful ways
- present cases to a TA Supervisor (and often to peers) and engage in critical reviews of their own performance

These qualifications have been designed to utilise robust international learning processes, whilst at the same time ensuring adequate attention to academic considerations.

Wenger (Wenger, Etienne, 1998 *Communities of Practice* Cambridge, UK: Cambridge University Press) points out that learning is often designed on the assumption that it is an individual process, which takes place in a classroom away from the distraction of the world outside. He proposes instead a social theory of learning, in which learning takes place within communities of practice – social configurations within which learners have identities and within which they are active participants.

Hence, ICTAQ expects students to do much of their learning within their own range of communities of practice. These may be, for example, the organisations they work within, the classes they teach, the teams they facilitate, the clients they coach or counsel.

At the same time, the student group will also be a community of practice as students take on an identity as a member through their engagement and participation. These particular communities will also mirror their professional communities in two ways:

- they will contain students with diverse backgrounds and with varying degrees of prior exposure to self and professional development and to TA
- they may have changing memberships, particularly at more advanced levels of training
- they may include different identity levels as they bring together those studying for Practitioner, Advanced Practitioner, Master Practitioner (and some not seeking academic qualification)

These factors will ensure that the circumstances of the taught elements of the programme will allow both tutors and students to identify any unhelpful reactions that might indicate potential issues within their professional communities of practice.

Objectives

For the **Certificate (TA Practitioner)**, the intention is to:

- provide a core body of knowledge and understanding appropriate to postgraduate level and to the professional application of transactional analysis
- promote the individual's problem-solving skills and equip them to approach complex issues from a variety of perspectives
- foster an attitude of professionalism, quality and ethical practice to the application of transactional analysis
- develop the ability to select appropriate theoretical frameworks and apply them to practical situations
- foster a commitment to ongoing study that will reflect current developments in their field
- assist in the development of independent learning skills to enable students to approach new issues and topics with confidence

In addition, for the **Diploma (TA Advanced Practitioner)**, the intention is to:

- develop the ability to evaluate, compare and critique theoretical frameworks in order to draw upon and choose from a wide range of potential interventions
- develop an awareness of research methodologies in order to interpret and critique research studies and other reports about the efficacy of transactional analysis
- increase cultural awareness and the ability to perceive their area of specialism in a broader perspective

The **optional modules** selected by an individual student are:

- related to the core modules as a whole and to the previous experience and intended career options of the individual student
- designed to develop knowledge, understanding and application in specific fields of personal, professional and organisational development

For those continuing to the **Advanced Diploma (TA Master Practitioner)**, the intention is to:

- undertake a substantial piece of independent work
- demonstrate the ability to function as a researcher/practitioner
- present this in writing, including demonstrating a high level of self and client analysis
- produce evidence of a range of interventions in which clients achieve greater autonomy through the application of TA
- develop the ability to discuss theory and applications with a panel of colleagues who have already achieved Master Practitioner status

Modular Framework

The qualifications have been designed around a series of core and optional modules as shown in Table 1, for which students are required to produce a number of portfolios plus a learning journal. Full descriptions of each module, including objectives, learning outcomes and assessment details, are given in Appendix 2. The learning journal is described in the section on Meeting the Requirements.

It is not intended that trainers must provide training specifically geared to the modules – instead, they may cover the usual broad range of TA concepts as these will provide students with sufficient theoretical background as they apply the concepts professionally.

Table 1: Modules Summary (see Appendix 1 for full details)

Certificate /TA Practitioner		
1 Core Module plus Learning Journal		
Professional Intervention	Importance of contracting, boundaries and groundrules, ethics & professional practices	
Learning Journal	Journal describing student’s learning from all sources, covering increased self-awareness and increased competence	
Plus two optional modules from 5:		
Core Themes in TA	Overview of several TA concepts, how they link, history & development of TA	
Individual Development	Structural analysis, script matrix and related concepts, life positions, cycles of development, discounting, racket system, autonomy	
Interactions & Relationships	Functional analysis, diagnosis of ego states, transactional analysis proper, strokes, time structuring, games and rackets, symbiosis	
Group Processes	Group imagoes, leadership and followership, time structuring, games, stroking patterns and cycles of development in groups	
Organisations and Institutions	Berne’s organisational diagrams, hierarchy of functionality, Hay’s organisational model, games, stroking and ego state patterns in organisations	
Diploma/TA Advanced Practitioner		
2 Core Modules		
Process Skills	Analysing self, others, groups and organisations, interventions, transference and countertransference, projection, models and processes of supervision, parallel process	
Research	Research methods, qualitative and quantitative research, process and outcome research, critical reviews, research within TA and comparable research elsewhere, establishing and conducting research studies	
Plus 2 optional modules from 10 – 1 Context, 1 Skills		
Organisational Context	Counselling Context	Diagnosing, selecting, planning and implementing appropriate range of TA concepts in a field of application, combining TA and other approaches, critiquing what done
Psychotherapy Context	Coaching Context	
Educational Context		
Consulting and/or Facilitating Skills	Psychotherapy Skills	How change occurs at individual, group and organisational levels, contrasting TA with other approaches; what skills are needed by practitioners; contrasting TA with other approaches with other relevant approaches, aspects such as the processes of development versus cure, helping others acquire life skills
Coaching and/or Counselling Skills	Developing Skills in Others	
Learning, Teaching and/or Training Skills		
Advanced Diploma/TA Master Practitioner		
TA Psychotherapy or Developmental TA	Dissertation based on a significant professional intervention; this will be a case study conducted as a researcher/practitioner; the dissertation will include responses to selected questions about TA theory	

Note: in addition to the submission of written materials for assessment, students will also attend a session lasting no more than one hour (usually online) in order to present their work and engage in a collegial discussion with two (for Certificate), three (for Diploma), and three or four (for Advanced Diploma) ICTAQ trainers/supervisors. Extra time will be allowed if interpretation is involved.

Conversion to other Qualifications

CTA

Please see appendix 6 for details of the EATA/ITAA CTA qualification. Meeting the requirements for ICTAQ TA Master Practitioner will mean that the student has also met the CTA requirements.

Students wishing to obtain CTA should discuss this with their ICTAQ sponsor.

MSc

The Certificate, Diploma and Advanced Diploma are at an equivalent level to a Postgraduate Certificate, Postgraduate Diploma, and an MSc (Master of Science). Students wishing to gain university accreditation should discuss this with their sponsor.

Summary of ICTAQ Requirements

Because of the nature of transactional analysis, students are expected to spend a significant amount of time in self-study, application and/or research of TA in their professional context. They will also be expected to present their own work and obtain coaching and supervision within the training group. This will often occur within specific supervision sessions.

In addition to the hours of self-directed practice/application indicated, students will be expected to have attained general experience in their chosen profession before any award is made.

Table 2 shows the requirements for each ICTAQ qualification. For each level, there are minimum requirements for:

- training hours – studying TA with an appropriately qualified TA trainer, these include sessions at conferences and other events
- supervision hours – presenting own work to an appropriately qualified TA supervisor; a set proportion of the total must be undertaken with the same supervisor so they get an overview
- application hours – using TA professionally to help others develop; this may be with clients or colleagues but may not be with subordinates as the dual relationship makes contracting impossible; may be coaching, team facilitation, mediating, consulting, teaching, training, psychotherapy, counselling or other helping professional-type activities
- portfolios/oral exam – these are collations of evidence including audio recordings, compiled to demonstrate competent application of TA together with ongoing development of the student's ability to analyse self and others

Note: the hours specified are what experience has shown to be the minimum requirements for attaining the level of competence required. It is assumed that students will also be undertaking additional professional development hours – in addition to the hours spent studying, these may be additional training or supervision hours, time spent researching, shadowing or co-working, or other activities approved by the sponsor. Such hours may also include continuing professional development that is not TA-based, some of which may have been obtained before attendance at TA training began (as long as it is still recent enough to be relevant).

Table 2 – Requirements Summary

	Certificate	Diploma	Advanced Diploma
training hours	75	75	150
supervision hours	15 of which 10 must be with sponsor	20 of which 15 must be with sponsor	40 of which 20 must be with sponsor
application hours/ professional practice	100	150	250
Portfolios/case study/oral exam	4 portfolios (incl reflective Learning Journal) plus final presentation to panel	4 portfolios (now including transcripts and recordings of small segments) plus final presentation to panel	c. 8000-word case study; c. 4000-word response to 3 out of 10 pre-set theoretical questions; 3 recordings to demonstrate competence plus final presentation to panel

Potential Assignments

Certificate Assignments Summary

At Certificate level, students will produce a Learning Journal and a portfolio of evidence of competence for the core module, and for two of the 5 optional modules.

At Diploma level, 4 portfolios are required - two core modules plus a choice of one from 4 Context modules and one from 4 Skills modules.

Detailed information on the focus of portfolios is given in Appendix 1; Table 3 contains suggested options for assignments for the Certificate. At Diploma level, it is assumed that students will continue to identify interventions that allow them to demonstrate the learning and skills outcomes specified for each module, whilst also ensuring that they indicate their theoretical understanding of those TA concepts mentioned in the module description as well as their own selections of non-TA concepts or approaches.

Table 3: Potential Assignments per Certificate Module

Module	Potential interventions
Professional Intervention	Any intervention, with an individual, group, family or organisation, such that there is evidence of how it was initiated, how the contracting was conducted, and what considerations were given to ethics and boundary issues
Core Themes in TA	Any intervention that demonstrates the need to make a choice from a number of TA concepts, and demonstrates awareness of the origins and later developments of core themes within TA, including critique of concepts and an account of how they were applied
Individual Development	Any intervention related to the development/growth/cure of an individual, including methods of diagnosis, analysing processes, and prognosis; such an intervention might be working directly with the client but might also involve teaching others to understand the processes of individual development (e.g. parents, social workers, change management within an organisation)
Interactions & Relationships	Any intervention concerned with relationships, conflict resolution, and similar concerns where transactional analysis proper is a key feature; this may be working directly with one or more clients on their own relationships or involve teaching others such as managers, coaches, parents, etc
Group processes	Any intervention with a group, team, family, class, etc that involves analysing group processes before, during and after any intervention; this may also involve teaching one or more clients to do the same
Organisations & Institutions	Any intervention with an organisation, division or department which requires organisational analysis before, during and after the intervention; this may also involve teaching one or more clients to do the same

Meeting the Requirements

Supervision

Transactional analysis 'borrows' the most effective development processes from psychotherapy. In addition, it is essential that practitioners are free from any personal issues that might interfere with their competent application of TA. TA qualifying processes therefore use the same formats, which include ongoing analysis of all aspects of work done, including:

- contracts established with clients (including 'representatives' of organisations)
- interactions with clients (individuals or groups)
- interventions made
- stages of working with client

Such analyses are made using TA concepts, so that students are continually learning how to apply the models at a meta level as well as within the client/practitioner relationship.

The analyses are then customarily presented for case reviews, or supervision. This uses several formats:

1. one to one with sponsor/tutor, generally observed by other students but can also be done privately (e.g. if confidential content to be discussed)
2. cascade – one student supervises another, who is in turn supervised by sponsor/tutor
3. group – where student presents and group act jointly as supervisors (with sponsor/tutor there also to monitor and intervene if appropriate)
4. peer supervision – where students supervise each other without a tutor present
5. non-TA supervision, where a different approach is applied to the TA work (e.g. NLP, business models, educational theories)

The supervision sessions with the sponsor will form a significant part of the assessment process. In addition to producing portfolios as described below, students will be required to present their work regularly. This will allow the sponsor to form a view on:

- the student's current level of competence at applying TA
- their awareness of the process between them and client(s)/organisation(s)
- their ability to analyse using TA constructs/models
- their willingness to accept constructive feedback from others
- their degree of progress and development over time

At the same time, students will be taking part in the group reviews or direct or cascade supervision of other students in the group. This will allow the sponsor to assess:

- the student's level of competence at applying TA to help a 'colleague'
- their awareness of the process between another student and their client/organisation
- their ability to engage in analysis of interactions and dynamics
- their skill at asking questions that stimulate awareness in others
- their skill and sensitivity in giving feedback
- their degree of progress and development over time

In order to enable the sponsor and student to assess competence, there is a requirement that a specified number of hours of this supervision is conducted with the same supervisor (the sponsor) over the periods of the Certificate, Diploma, and Advanced Diploma. Arrangements may be made for joint sponsorship arrangements when students do not have sufficient access to one sponsor (e.g. when ICTAQ trainers share the provision of workshops/webinars). Students may opt for additional one-to-one or small group supervision as required, with their sponsor and with any other suitably qualified TA supervisor.

Training Sessions & Tutorials

The nature of TA means that tutors use it to analyse what is happening within the group (or for an individual student) whenever they are teaching or conducting tutorials. Aspects generally observed include:

- how students react to new ideas and information
- their application of concepts to self and within their work
- the nature and style of their questions and challenges
- how willing they are to engage in learning activities (e.g. role plays, syndicate discussions)
- their contribution to the debate (e.g. how widely read, how experienced in application)

The sponsor will therefore informally assess student involvement and performance in supervision, teaching and tutorial sessions. It is customary within the TA context to have open relationships, so any significant observations will be shared with students, and may be reviewed with the student in question in a more formal manner during one-to-one tutorial sessions.

The Learning Journal

The Learning Journal is a requirement for the Certificate and is instead of a 4th portfolio. There is no set design for this; students are free to maintain their journal in whatever way works best for them.

The journal should cover a normal training year so must span at least 8 months. It may be written like a journal or diary, so that there is evidence of the student learning across time from a range of sources. These can include taught sessions (TA and non-TA), supervision and tutorials, learning stimulated during professional activities, reading, online forums and emails, teleconferences, etc.

It is anticipated that a student will produce 4 or more pages per month, and may include copies of handouts received, extracts from journals or books, etc. alongside the student's annotations, comments and conclusions.

The journal will be assessed against the TA competencies in the same way as a portfolio. Tutors will expect to see:

- references to theoretical constructs in ways that show understanding and critique (but not an essay – students can assume that tutors already know the theory)
- connection of theory to situations experienced in ways that demonstrate personal and professional insights
- notes on how learning/insights may impact on future professional practice.
- normal academic referencing should also be included and can be combined into one list at the end of the journal

Portfolios

At **Certificate level**, in addition to ongoing observation and assessment by tutors, students will be required to:

- produce evidence of their competent application of TA away from the training group
- demonstrate their ability to handle advanced critical, methodological and theoretical models
- show evidence of developing their capacity for independent and critical thought

Through:

- for each Certificate module selected, a project that demonstrates competent application of the concepts, evidenced by:
 - working papers, notes, correspondence, handouts, completed documentation, etc
 - and, if appropriate, similar written materials relating to others involved in the dynamic in question
 - and, optionally, audio recordings and analysed transcripts

At **Diploma level**, students must:

- demonstrate their ability to handle and evaluate competing critical, methodological and theoretical models
- demonstrate independence of thought and understanding of models by devising proposals for problem solving or research-based projects
- demonstrate competence by undertaking interventions that apply TA concepts competently and professionally to clients/students/organisations

Through:

- for each Diploma module selected, a project (or projects, work with clients) that demonstrates competent application with clients/students/client organisations etc of a number of related TA concepts, evidenced by:
 - working papers, notes, correspondence, handouts, completed documentation, etc relating to clients (participants, pupils, etc) and/or client organisations/institutions
 - audio recordings of work done with clients, together with transcripts of selected segments accompanied by analysis using specified TA concepts (ego states, drivers, etc)

Examples of portfolios (these are not the only options) – ongoing practice with clients, groups, families, teams; how the student contracted to run a course or lesson, act as consultant or coach; analysis of group behaviour in a family, classroom or in a meeting facilitated by the student, or a workshop they ran; one-to-one working – one or several sessions; organisational consulting – how the student worked and impact on the organisation.

At **Advanced Diploma level**, students must demonstrate that they:

- have a thorough grounding in research methodology
- have an awareness and understanding of current academic concerns in the field
- have a thorough knowledge of the published literature in the field
- can collect and analyse data effectively and professionally
- can evaluate critically methods of analysis and suggest alternatives
- can apply TA concepts competently and professionally, in ways that bring about learning and

growth for clients

The assessment process for the Advanced Diploma comprises submission of a 12000-word dissertation that:

- includes 4000 words approximately that respond to a choice of theoretical questions, selected by the student to demonstrate relevance to the work done
- includes 8000 words approximately that describes completion of a significant project, from initial identification through to final prognosis, showing that it has been conducted within the role as a researcher/practitioner

Within the 12,000 words, it is expected that the student will:

- demonstrate their ability to enable clients and/or client organisations to resolve problems and/or develop new options
- support their submission with extensive literature references showing clearly the rationale for the chosen courses of action, in terms of the concepts applied during all stages of the project
- include analyses and critical evaluation of the processes by which the project was undertaken

Presentations/Panels

For each level, after the appropriate written materials and recordings have been submitted and assessed as good enough, candidates will be invited to present their work and discuss it with a panel of appropriately qualified TA practitioners. The focus of the panel will be on the professional competence of the candidate and not on their presentation skills.

The intention of the panel will be to confirm that the candidate has met the requirements and can continue to function as a professional in a collegial dialogue. The assumption will be made that the candidate has already demonstrated their competence, to their sponsor as well as to the assessors, so that a deferral is not anticipated. However, script issues may sometimes appear in stressful situations and it may be necessary to recommend that the candidate needs more developmental or therapeutic support before they can be accredited.

In each case, at the end of the session the panel will confirm accreditation, or will provide detailed recommendations if they consider that the candidate should be deferred.

For the presentation at the Certificate level, the candidate will talk about their professional TA work with a panel of two who will already have seen their submissions and assessments.

For the Diploma, the candidate will be expected to provide a five-minute (approximately) segment of a recording of their work, together with a transcript with details of their analysis. There will be three on the panel and, in addition to reviewing the candidate's diploma submissions and assessments, they will have listened to the recording segment and reviewed the transcript analysis. The discussion with the candidate will be about the context within which the candidate is functioning, the skills they apply in that context, the ways in which research can be conducted within that context, and the candidate's ability to analyse processes.

For the Advanced Diploma, there will be a panel of four, who will have reviewed the candidate's dissertation and the accompanying assessments, will have listened to 3 recordings submitted by the candidate and reviewed the accompanying annotated transcripts. At this level, it is intended that there will be a collegial discussion. The process of accreditation at this level will include the panel rating the candidate against each of the competencies, with a final pass or defer grading.

Personal & Professional Development

Training in Transactional Analysis is a process that develops increased levels of self-awareness. Competent application of TA requires an absence of personal issues that might interfere with the professional role. This sometimes means that the training leads students to recognise that they have unresolved issues from the past.

This often provides excellent opportunities for personal growth alongside the professional development. However, such matters are generally best handled by maintaining a clear boundary between the personal and professional aspects. Students who need additional support when working on personal issues will, therefore, be encouraged to contact TA professionals other than their sponsor.

At the same time, normal professional practices within the TA community allow for the exchange of information about the student, with their agreement, if such sharing would be beneficial to the student.

Assessment

Assessment Strategy

The assessment strategy for this programme utilises the nature of transactional analysis, in that tutors will apply their own TA skills to the analysis and assessment of student needs and progress. The assessment process will be open and reviewed regularly with each student. The aim is to assess students in terms of their theoretical knowledge, their application of TA, and the nature of their involvement in the training itself. These three key elements to the assessment process can be shown in Table 4.

Table 4: Key Assessment Elements

Certificate	Ongoing analysis and assessment of performance/behaviour during programme sessions	portfolios to demonstrate competent application and theoretical understanding, ability to critique, etc	Presentation and collegial discussion
Diploma			Presentation and collegial discussion
Advanced Diploma		combined into research project/case study/dissertation	Presentation and collegial discussion

Note that the ongoing analysis of performance during programme sessions will not form part of the formal requirements. This is so that students will feel free to raise their own concerns about their application of TA, without worrying that such openness on their part could have a negative impact on their grades. However, the nature of TA is such that students who fail to act on such analysis are likely to find that the same issues will limit their ability to provide essays and portfolios to the standards required.

Ratings against competencies will be a simple ‘not good enough’, ‘good enough’ or ‘better than good enough’. Overall gradings of portfolios and dissertations will be a simple pass or defer. The latter is intended as an invitation to the student to consider the detailed feedback from the marker as a guide for re-submission. All submissions will be reviewed by sponsors and will not be passed to assessors until the sponsor confirms that the material is good enough. However, assessments will be made independently so there will be occasions when the assessors form a different opinion to the sponsor; this is natural because it is very hard for sponsors not to make assumptions when they have been supervising the work of the student.

Examples of assessment forms are contained in Appendix 4; these are subject to change in the light of experience but due notice will be given to students.

Assessment Calendar

There is no fixed schedule for when assignments must be submitted, although from time to time dates may be announced for students to aim at if they wish to receive their awards on specified dates (e.g. associated with a conference).

Trainers are free to establish whatever schedules they wish, taking into account their own preferences, the design of their programmes, and what may best suit individual students. ICTAQ contracts for Certificate, Diploma and Advanced Diploma are each issued for up to 3 years, although it is anticipated that students should be able to progress to TA Master Practitioner in 4-5 years. It is also recognised, however, that students may not have the opportunity to work full-time on their TA learning and practice. It is recommended that students should aim to complete within the nine years covered by the three contracts as otherwise their learning and/or practice may fail in terms of recency, especially if they then wish to convert to a university accreditation.

Admissions

Admission Criteria

TA training tends to operate in a *conversion* mode, in that it introduces a substantial amount of new knowledge not requiring specific pre-requisite study. Students will be expected to demonstrate an ability to undertake the academic and practical requirements of the programme. Evidence for this will include:

- a first degree or equivalent academic qualification, or:
- a professional qualification that has involved academic study at degree level; or:
- evidence of the production of business reports, journal articles or similar written materials to an appropriate standard
- have held a position of responsibility of relevance to the programme for a period of at least two years, and/or:
- can demonstrate that he/she will be able to undertake sufficient practical work during the period of the programme so as to be able to complete the practical elements and requirements of the programme

These qualifications are aimed primarily at those already working in a relevant context, be that organisationally, educationally or as a psychotherapist, counsellor or coach. Educational in this sense is wider than the school system as it includes social work, adult education, parent education and a whole range of personal development initiatives such as building social skills, assertiveness, relationship skills - anything aimed at helping individuals to function better in their daily lives. Students are therefore likely to be a consultant, trainer, teacher, counsellor, facilitator, coach, educator, lecturer, mentor - or someone wishing to move into this area of work.

It is likely that participants will already have qualifications that are relevant to their current profession. Those lacking a suitable background or professional experience may be required to undertake further study of non-TA topics. Students will be required to demonstrate that they will have access to and resources to undertake such additional study.

It is the intention of ICTAQ to be inclusive of students of all backgrounds for these qualifications. Special arrangement will be considered where appropriate. Irrespective of the candidate's entry qualifications, therefore, a sponsor/trainer will need to be satisfied that a candidate:

- is capable of meeting the academic requirements of the programme (with support if necessary)
- understands the self-developmental nature of learning to apply transactional analysis
- is willing to share responsibility for devising a route through the programme
- has the motivation (and time available) to undertake the self-directed learning associated with the programme
- will have access to suitable clients

The ICTAQ Contract requires that students become members of ICTAQ and abide by the Codes of Ethics; there is no fee for membership during training.

Recognition of Prior Learning (RPL)

There will be many students who have previously studied transactional analysis to a standard that leads to international accreditation. This will not be APL (Accreditation of Prior Learning) in the traditional sense; ICTAQ operates an RPL policy that matches the academic rigour of APL.

We are also keen to support the provision of Foundation Courses that allow students to learn TA at Certificate level without being forced to make a premature commitment to a particular field of application. Provided such courses are staffed by both psychotherapy and developmental TA accredited trainers, we will seek to provide a level of accreditation for such prior learning.

RPL will also be available for any students who have obtained university credits in a TA programme that has been run by properly accredited TA trainers.

The key to accreditation of prior learning is that the student demonstrates attainment of the standard required. RPL credits will therefore be based on hours spent, production of essays and portfolios, and evidence of sufficient practical application.

In terms of hours spent in tutor-led activities, each case will be inspected by the sponsor and credits will be granted in accordance with hours spent with internationally accredited (P)TSTAs, taking into account currency and relevance to the professional work of the student.

Hours acquired more than 5 years before the ICTAQ Contract date will not normally be regarded as current, although exceptions may be made provided two ICTAQ trainers/supervisors document their agreement.

In addition to the RPL related to hours, students may be required to complete essays and portfolios that relate to the level of qualification below that at which they intend to join the programme. These assignments and projects will be specified by the sponsor and may be those described within this handbook or may be devised to reflect specific learning already undertaken by a student.

In terms of evidence of practical application, students will be required to produce a portfolio containing a detailed log of hours spent as a professional and the contribution made to their work by TA.

Admissions Process

Students who are accepted by a sponsor will sign a contract that outlines the commitments made by the student, the sponsor, ICTAQ, and, where appropriate, the training institute (see Appendix 3). This will be submitted to ICTAQ with the appropriate payment and endorsed copies will be returned to sponsor and student.

The sponsor will be responsible for ensuring that an appropriate induction process is completed and will assist the student in considering their previous experience and qualifications so as to plan:

- an individual programme of attendances
- additional attendance at conferences and other events, especially those led by international TA trainers
- further activities, including non-TA events, in order to fulfil any supplementary requirements due to the candidate's previous qualifications or experience

It is anticipated that some students will decide to seek ICTAQ qualifications after they have already attended TA training and supervision sessions. Prior attendances can therefore be included within the contract. Where appropriate, and subject to agreement with the sponsor, a student who has already completed sufficient hours may sign up for both Certificate and Diploma at the same time. Note, however, that because the Diploma requirements include the possession of the Certificate, the Diploma will not be awarded until the Certificate requirements have been met in full. The Advanced Diploma, likewise, requires that the Diploma requirements have been met.

Students who elect to undertake university qualifications will be invited to sign an additional contract(s) for this/these at an appropriate time.

Fees

The current fee payable to ICTAQ is £600 each for the Certificate, Diploma and Advanced Diploma; discounts will apply for those in financially-disadvantaged areas of the world.

The fee covers:

- the administration of contract filing, receiving and sending out portfolios to be assessed, recording results and notifying students and sponsors, collecting feedback sheets and arranging meetings
- the assessing of 4 items by 2 assessors (3 in the case of a potential defer) – Learning Journal and 3 portfolios for Certificate; 4 portfolios for Diploma; 1 dissertation for Advanced Diploma
- Online presentations/discussions/panel assessments of presentations

This fee does not cover training, supervision, tutorials and other services provided directly to a student by the sponsor or other TA trainer/supervisors. Trainers will set their own fees for these. Students may therefore pay varying amounts direct to trainers, depending on where and with whom they study, and how much support they need to reach the required competence level.

Additional fees will be payable for those who opt for university accreditation, to cover the costs charged by the University and for the additional assessments that may be required to meet specific university requirements.

Quality Assurance

General QA Processes

Training & Supervision

Currently all ICTAQ trainers/supervisors are qualified internationally by EATA/ITAA as (Provisional) Teaching and Supervising Transactional Analysts. ICTAQ will be providing equivalent qualifications, as Transactional Analysis Trainer (Designate) and Transactional Analysis Supervisor (Designate). ICTAQ quality assurance processes require that training, supervision and tutorial hours may only be provided by those holding ICTAQ, ITAA or EATA accreditation.

Marking & Sampling

- double marking of assignments and projects - all will be assessed by the sponsor before submission to ICTAQ for marking by two ICTAQ Trainer Members
- review at ICTAQ Trainer Meetings of assignments and projects selected at random

Student Feedback

- student feedback will be sought through questionnaires at the end of each level, to be reviewed by the sponsoring trainer and at least one other ICTAQ Training Member (and to include any other trainers who provided training or supervision)
- analysis of student feedback questionnaires to be reviewed at the ICTAQ Trainer meetings

Ongoing Trainer Development

- it is a tenet of TA that practitioners continue to analyse their own behaviour; all tutors, trainers and supervisors will therefore undertake regular supervision sessions at which they will present and analyse their work
- student feedback questionnaires will include information about tutors, trainers and supervisors; this will be analysed and any trends will be reviewed and, if appropriate, addressed during supervision

Complaints Procedure

- students will be advised that TA professional practices require them to make any complaint initially to the person complained of
- if a satisfactory outcome is not then forthcoming, and their complaint is not about their sponsor, they should at that point raise the matter with their sponsor
- should the outcome still not be satisfactory, they will be advised to set out their complaint in writing and send it to ICTAQ for the attention of the Chair of the Trainers Advisory Group
- the Trainers Advisory Group will determine whether this is a matter for them or one that should be referred to an Ethics Committee or Professional Practices Committee that is local (national) to the student
- trainers will keep notes of any complaints received directly or referred to them and of actions they have taken in response, except that these notes will be destroyed in due course should the confidentiality aspects of an ethics charge become applicable
- complaints received, decisions made and actions taken will be reported to and reviewed at the next meeting of the Trainer Advisory Board

Appeals against Assessment Decisions

- 1 ICTAQ will deal openly and fairly with students who wish to appeal against assessment decisions.
- 2 Appeals against assessment decisions can only be considered if they are made by the student who is directly affected. Appeals by third parties, or which are made anonymously, will not be considered.
- 3 Appeals may only be made on the following grounds:
 - that an administrative error seriously influenced the outcome of the assessment concerned;
 - that relevant ICTAQ procedures were not followed in relation to either the content of the assessment, the way it was conducted, or its results;
 - that the procedures followed by those responsible for the assessment were not in accordance with the principles of natural justice.
- 4 Appeals which result from a student failing to follow ICTAQ's published policies and procedures, or which are based solely on disagreement with the grade awarded, will not normally be considered.
- 5 In carrying out the procedures to investigate appeals set out below, ICTAQ may invite students to meetings with trainers/supervisors. At all such meetings, students may be accompanied by a friend or fellow student.
- 6 Any student who appeals against an assessment decision should do so in the knowledge that the ICTAQ will not penalise them for so doing.
- 7 An appeal may result in either confirmation or change of the original grade awarded. Grades will not be reduced as a result of the review occasioned by an appeal.
- 8 The ICTAQ Trainer Advisory Board will review the number, nature and outcomes of appeals raised each year, in order to monitor and evaluate the effectiveness of ICTAQ's procedure for appeals.

Academic Offences

It is important to maintain the integrity of the ICTAQ qualifications. Attention of students is therefore drawn to the following, which are normal academic procedures:

- **Plagiarism** - copying work from any other source, published or unpublished, and including and presenting the copied work as if it were the student's own work. Quotations and diagrams from published sources are acceptable and expected but must be clearly identified and the source fully acknowledged.
- **Fabrication of information** - the presentation of any false or fabricated information, results or conclusions, including practical work, portfolio contents, records of hours completed, learning logs, and the like.

Such offences will result in student submissions being rejected and may also lead to initiation of ICTAQ Ethics and/or Professional Practices policies and procedures.

Appendix 1: Competencies

Personal Attributes

1. Demonstrates a commitment to the philosophy of TA in such qualities as a belief in the capacity of the individual to take responsibility for themselves, understanding an individual's way of being, and responding to an individual's ability to grow and change
2. Maintains and models OKness through respect, awareness, reliability, professionalism and integrity
3. Has sufficient insight into own frame of reference to ensure adequate openness and transparency in relationship with clients
4. Has the ability to seek help appropriately and use it effectively
5. Recognises own personal and professional strengths and limitations and those of the situation and responds accordingly
6. Demonstrates self-reflective practice, congruence, the ability to listen and a willingness to learn, grow and change
7. Has a willingness to be available for ethically intimate contact including the practice of appropriate self-disclosure
8. Applies intuition and creativity appropriately

Professional Context

1. Understands socio-economic and political realities, frames of reference, systems and cultures, and how these influence individuals and vice versa
2. Relates on micro and macro levels, from individuals to whole client systems, and is able to analyse the whole as well as the parts
3. Knows ICTAQ and other international (e.g. ITAA, EATA) Codes of Ethics and those of relevant local associations
4. Demonstrates ethical and professional competence in practice, including working within the legal requirements and other specific criteria relating to their field of application of TA in the country of practice
5. Is able to discuss ethical and unethical behaviour and the use and potential abuse of the practitioner's role
6. Shows an awareness of and the ability to work with the ambiguities of boundary issues
7. Has an adequate assessment of their own competencies and referral possibilities
8. Can locate TA within the wider professional field
9. Can describe their own vision of their professional field, how this correlates with TA, and how they promote this in different settings

Theory

1. Can articulate an understanding of the basic theories of TA as described in the major TA texts, including structural analysis, transactional analysis, game, racket and script analysis, and child development
2. Can describe the application of aspects of all major TA approaches, including the differences and similarities of these approaches

3. Demonstrates a working familiarity with a range of TA concepts that are of particular relevance to their specific area of practice
4. Demonstrates awareness of recent theoretical developments in TA and an understanding of the practical applications
5. Can explain how non-TA theories in their own field of practice can be contrasted and used alongside or instead of TA

Relationship

1. Establishes a relationship of mutual respect that models caring, empathy, congruence, warmth and openness and promotes empowerment and autonomy
2. Behaves in a respectful way toward self and others, including showing sensitivity for different frames of reference, cultures, and social norms as well as taking account of the impact on the relationship of these differences
3. Demonstrates an understanding of the importance of the relationship in effecting change, its nature and its difference from other relationships
4. Shows empathic sensitivity and understanding of the client(s) and the ability to communicate this in such a way that the client feels understood
5. Exhibits a capacity to understand another person's phenomenology and bracket his/her own frame of reference without losing contact with his/her own separate experience
6. Displays ability to self-reflect and to use this self-awareness in appropriate self-disclosure
7. Demonstrates an understanding of developmental issues, transference and counter transference phenomena, and the ability to use transactional analysis to address these appropriately
8. Demonstrates potency, protection, and permission and shows an understanding of their importance

Contracting

1. Is familiar with transactional analysis contractual work and knows how to apply it professionally
2. Works on the basis of a contract and is capable of updating the contract as necessary
3. Has the capacity to negotiate with a client or client system to arrive at a shared understanding of the work to be undertaken and to formulate an appropriate contract
4. Is able to explain the concept of the transactional analysis contract in the context of a specific problem
5. Can establish appropriate contracts for different settings with individuals and groups
6. Is familiar with the theory of three (or more) sided contracts and when these apply
7. Determines who is/are the relevant person(s) and/or authorities to contract with
8. Is familiar with the different levels of contracting (administrative, professional, psychological) and takes these into account
9. Is familiar with the legal basis for contracts specific to the country of practice
10. Evaluates the contract during and at the end of the process together with the client

Analysing & Assessing

1. Applies a comprehensive system of assessment and diagnosis based on TA to analyse the situation
2. Shows an understanding of non-TA diagnostic systems used in the professional field in the country of practice
3. Is capable of using the collected data to formulate a resource-oriented definition of the problem and communicates it clearly to the client or client-system
4. Takes into account, respects and understands the socio-cultural and other influences
5. Realistically assesses the potential for development and change in the client and/or client system
6. Identifies the key requirements of the individual(s) or organisation to ensure appropriate choice of interventions
7. Makes meaning of a client's experiences using standard TA concepts in a way that maintains the I'm OK - You're OK attitude
8. Shows an awareness of and has the ability to respond to risk and harm factors for self, client and others
9. Assists the client in recognising and naming their own or the client system's or organisation's self-limiting patterns of thinking, feeling, and behaving and in deciding whether or not change is desired

Designing & Planning

1. Conceptualises, using TA theory, in order to develop an overall plan based on the particular issues to be addressed and in line with the agreed contract
2. Accurately identifies and plans to apply a range of options for interventions with client and/or client system
3. Is able to apply transactional analysis theory and skills as well as being familiar with some other approaches
4. Plans interventions to promote autonomy, when working with the client or client system
5. Identifies existing resources in the client and client system and plans so as to utilise and integrate them into the process
6. Has working knowledge of other local resources in the community which could be of support to the client or to which the client could be referred
7. Demonstrates awareness of different styles and plans accordingly
8. Demonstrates awareness of different stages to be encountered and plans accordingly.
9. Identifies possible pitfalls and problems and generates realistic options for dealing with them

Implementation

1. Demonstrates the application and integration of TA concepts in practice
2. Pays attention to factors which create a safe climate for the work, including taking into account constraints due to environmental, social and cultural issues
3. Is anti-discriminatory in their practice and promotes this in ways which are consistent with their role, legislation and the situation

4. Recognises and responds appropriately to games, discounts, crossed and ulterior transactions, and invitations to symbiosis
5. Shows the capacity to make accurate phenomenological observations of clients and to use these as a basis for choices of interventions
6. Gives permission, protection and strokes for clients to think, challenge, question, grow and change
7. Protects clients from harm and refers clients to other professionals where this is indicated
8. Can provide a rationale for specific interventions in terms of appropriateness and timeliness
9. Shows the ability to evaluate the effect of an intervention as it is made and uses that information to update hypotheses and subsequent interventions
10. Recognises and assesses script issues as they arise within the session and addresses them appropriately in line with the contract

Evaluation

1. Has clear criteria and uses them to undertake continual processes of evaluation of their own practice
2. Identifies what needs to be evaluated in their work with clients and client systems and plans how to collect the relevant information
3. Identifies ways of evaluating interventions and the rationale for their selection
4. Checks for patterns and trends in the way they work as well as evaluating their work with specific clients and client systems
5. Uses supervision to increase their self-awareness and professional competence
6. Demonstrates a commitment to ongoing personal and professional development such that interventions are not affected by script decisions
7. Is willing to accept feedback, confront personal issues and undertake personal therapy when indicated, in the process of becoming and continuing as a TA professional
8. Is aware of debates in their field concerning evaluation and quality improvement
9. Is familiar with research methodologies and can critique their own work and the findings of others

Appendix 2 - Module Descriptions

Certificate	Professional Intervention
Description and Rationale	
<p>Depth coverage of key TA concept of contracting (n.b. no contract means unprofessional application of TA), multi-party contracting, levels of contracting, significance of psychological processes and need for clear boundaries, ethics and professional practice statements issued by professional associations nationally, in Europe where applicable, and worldwide – core module to ensure students will apply TA professionally and ethically.</p>	
Aims and Objectives	
<p>To provide students with a thorough overview of TA concepts relating to intervening professionally, with plenty of practical examples, in order to:</p> <ul style="list-style-type: none"> • ensure they understand and accept the philosophical basis of TA • emphasise the need to establish a clear contract before undertaking any application of TA with a client or client organisation • alert them to the importance of considering and maintaining a balance between all clients in multi-party work • equip them to analyse the different levels at which contracts exist, with particular attention to the underlying psychological dynamics • emphasise the need to know and follow the relevant codes of ethics and professional practices • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the:</p> <ul style="list-style-type: none"> • range of TA concepts relating to contracting and boundaries • psychological distance and other levels of contracting • ethical and professional practice guidelines and internationally, for TA and other professional approaches • significance of multi-party contracting <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • contract ethically, effectively and appropriately when using TA with clients and/or client organisations • maintain professionalism at all times during and after any intervention • analyse processes of contracting, including underlying psychological levels 	

Certificate	Core Themes in Transactional Analysis
Description and Rationale	
<p>Overview of TA, covering full range of topics and how they interlink, underlying philosophy, history and development of TA (concepts and associations), significant developments, fields of application, ethics and professional practice guidelines – core module to ensure students can discuss TA with other professionals, determine appropriate concepts for specific contexts and situations, and work within ethical and professional boundaries.</p>	
Aims and Objectives	
<p>To provide students with a thorough overview of TA, with plenty of practical examples, in order to:</p> <ul style="list-style-type: none"> • stimulate their interest and enthusiasm • teach them the wide range of TA concepts and the links between them • provide them with a wide range of choices for using TA professionally • emphasise the need for ethical and professional practices • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the:</p> <ul style="list-style-type: none"> • full range of TA concepts and how they inter-relate • history and development of TA • key contributors and the schools of TA • philosophy of TA and how this impacts upon practice • differences and boundaries between different fields of TA application (organisational, educational, counselling and psychotherapy) <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • select appropriate TA concepts for specific interventions and justify their choices • use TA to assess their own behaviour and implement appropriate changes • discuss TA critically with professional colleagues • use TA concepts to analyse their own behaviour and that of others 	

Certificate	Individual Development
Description and Rationale	
Focus on aspects of TA which describe and explain the ways in which individuals develop, impact of childhood experiences on later life, stages of development and how these continue throughout life, the components of life scripts, and the significance of internal psychological processes – optional module intended to equip students with sufficient theoretical knowledge and process skills for working with individuals to bring about personal and professional change and growth.	
Aims and Objectives	
<p>To provide students with a thorough overview of TA concepts relating to the ways in which children and adults develop and change, with plenty of practical examples, in order to:</p> <ul style="list-style-type: none"> • deepen their understanding of specific TA concepts • enable them to select appropriate TA concepts to match client needs • demonstrate how to apply the concepts, or groups of concepts, effectively and professionally • stimulate them to consider how the TA approach to nature/nurture has changed over the years • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the range of TA concepts that illuminate the processes of individual development, including:</p> <ul style="list-style-type: none"> • structural analysis of ego states, psychic organs and id, ego, superego • script matrix and related concepts, including life positions, attributions, injunctions, counterscript, drivers • cycles of development • internal processes including discounting, and the racket system • autonomy as the goal of TA application <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • analyse their own developmental history and current developmental and/or therapy needs • identify and initiate developmental activity and/or therapy for themselves • apply TA concepts appropriately and professionally with clients • apply TA concepts to identify developmental and/or therapy needs of clients and present interventions accordingly • work with clients to bring about personal and professional change and growth 	

Certificate	Interactions and Relationships
Description and Rationale	
Focus on aspects of TA which describe and explain how individuals transact with each other, how relationships are formed, factors which determine whether interactions are successful or not, elements of creating effective longer-term relationships, communication and miscommunication - optional module intended to equip students with sufficient theoretical knowledge and process skills for working with individuals, pairs and teams to bring about improved relationships and resolve conflicts.	
Aims and Objectives	
To provide students with a thorough overview of TA concepts relating to the analysis of interactions and the ways in which relationships function, with plenty of practical examples, in order to: <ul style="list-style-type: none"> • deepen their understanding of specific TA concepts • enable them to select appropriate TA concepts to match client needs • demonstrate how to apply the concepts, or groups of concepts, effectively and professionally • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models • encourage them to review the various ego state models within TA and how the choice of model influences the analysis of interactions 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the range of TA concepts relating to interactions and relationships, including:</p> <ul style="list-style-type: none"> • functional analysis of ego states • transactional analysis proper, including complementary, crossed and ulterior transactions and Berne's rules of communication • time structuring and how relationships form • psychological games and how relationships fail <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • analyse their own interactions and relationships using a range of TA concepts • identify and initiate changes in their own behaviour in order to improve their relationships with others • apply TA concepts appropriately and professionally with individuals, clients, couples, pairs, families, groups and/or teams who wish to analyse and improve their own relationships • use TA concepts to analyse interactions between others and select appropriate interventions when needing to work with them • apply TA concepts to specific issues (own and others) such as conflict resolution, co-dependency, personality issues, assertiveness, leadership, etc 	

Certificate	Group Processes
Description and Rationale	
<p>Focus on aspects of TA which describe and explain how groups function, the stages of group development and the individual needs these stages represent, group processes and why some groups function better than others, the nature of teamwork, leadership and followership - optional module intended to equip students with sufficient theoretical knowledge and process skills for working with groups, families and/or teams to bring about healthy functioning, operational effectiveness and maximum learning.</p>	
Aims and Objectives	
<p>To provide students with a thorough overview of TA concepts relating to group functioning, with plenty of practical examples, in order to:</p> <ul style="list-style-type: none"> • deepen their understanding of specific TA concepts • enable them to select appropriate TA concepts to match client needs • demonstrate how to apply the concepts, or groups of concepts, effectively and professionally • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models • encourage them to explore the nature of group imagoes and how these illuminate group processes, team formation and leadership/followership 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to:</p> <ul style="list-style-type: none"> • clearly describe and critique the TA concept of group imagoes • clearly describe and critique TA-based ideas on leadership/followership in groups • relate other TA concepts to group processes, such as psychological games, time structuring and group stroking patterns <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • analyse their own group imagoes, in a variety of groups and across the stages of group development • identify and initiate changes in their own behaviour within groups in order to improve group functioning • apply TA concepts appropriately and professionally with clients (individuals, families, teams, groups or organisations) in order to help them understand and improve group functioning • use TA concepts in order to adopt a facilitative role with groups • apply TA concepts appropriately and professionally with clients who wish to explore the nature of their own leadership/followership roles • apply TA concepts to help others deal with specific issues in groups, such as teambuilding, conflict resolution, leadership style, family dynamics, etc 	

Certificate	Organisations and Institutions
Description and Rationale	
Focus on aspects of TA which describe and explain how organisations/institutions function, models for analysing organisational structures, processes and cultures, the impact of organisations on individuals, typical organisational issues and how these affect employees, customers, consumers, patients, pupils, etc – optional module intended to equip students with sufficient theoretical knowledge and process skills for working with organisations/institutions to help all involved to better understand the dynamics and to create healthy organisational cultures.	
Aims and Objectives	
To provide students with a thorough overview of TA concepts relating to the analysis of organisations and institutions, with plenty of practical examples, in order to: <ul style="list-style-type: none"> • deepen their understanding of specific TA concepts • enable them to select appropriate TA concepts to match client needs • demonstrate how to apply the concepts, or groups of concepts, effectively and professionally • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models • equip them with a working knowledge of TA models that will enable them to contribute to the creation of healthy organisational dynamics 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the range of TA concepts relating to organisations, including:</p> <ul style="list-style-type: none"> • Berne’s diagrams of organisations • Hay’s metaphor of an organisation • Moreau’s development of Berne’s material • Laugeri’s material on Emerging Change • Psychological games in organisations • Organisational stroking patterns <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • analyse organisations/institutions using a variety of TA concepts • identify the impact on individuals of organisational structures, processes and cultures • apply TA concepts appropriately and professionally to help others analyse organisations and identify options for change • apply TA concepts to specific issues such as organisational change, organisational development, customer care, patient care, classroom effectiveness, leadership and management, corporate culture, psychotherapy/counselling centre dynamics 	

Diploma	Process Skills
Description and Rationale	
<p>Depth consideration of TA and other approaches to supervision, in order to develop skill in analysing self and others (including teams, families, groups, classrooms, organisations), application of range of TA and other concepts that illuminate the underlying psychological processes that determine the success or otherwise of interactions – core module to ensure that students have developed the theoretical knowledge, cognitive awareness and critical attitude needed to establish a process of continuing professional development as transactional analysts.</p>	
Aims and Objectives	
<p>To ensure that students are skilled at analysing their own processes so that:</p> <ul style="list-style-type: none"> • they can analyse others accurately and without distortions due to their own issues • they are comfortable with self-analysis and disclosure and can discuss their own behaviour without shame or embarrassment • they make maximum use of supervision • they are committed to ongoing professional development as transactional analysts 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to compare, contrast and critique:</p> <ul style="list-style-type: none"> • the literature on process skills and supervision processes generally • TA and other concepts for exploring the social level interactions and underlying psychological processes that occur within and between individuals, within groups, teams, classrooms, etc, and within organisations and institutions • models of supervision and types of interventions <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • prepare segments of their own cases for supervision (e.g. identify selected segments, prepare transcripts, analyse before presenting) • use the supervision process as a learning mechanism • identify instances when transference and countertransference, projection or projective identification, or parallel processes are in operation and decide whether to work with such processes or to avoid them • use a range of interventions, chosen to suit the client(s), situation and contract, and assess whether they achieve their purpose 	

Diploma	Contexts This can be applied to Organisational, Educational, Psychotherapy, Counselling or Coaching Contexts
Description and Rationale	
Review and critique of TA and alternative approaches to analysis and development within the chosen context, identification of needs and selection of appropriate concepts, implementation of interventions appropriate to the context, critique of choices made and outcomes achieved – optional modules to allow students to undertake action research whilst applying TA in specific contexts, to compare the effectiveness of TA and other approaches, and to build skills and cognitive ability at critiquing their own professional work.	
Aims and Objectives	
To provide students with an introduction to TA and non-TA approaches currently in use for understanding the structures and processes of contexts within which they practice, and stimulate them to compare TA and non--TA concepts in order to: <ul style="list-style-type: none"> • equip them to compare and contrast the various approaches, with particular reference to effectiveness and appropriateness • enable them to engage in critical discussions with other professionals working in the same contexts • develop their ability to combine TA with other approaches for added potency • establish an ongoing attitude of curiosity and learning related to emerging paradigms in the field of application 	
Learning Outcomes	
<p>Cognitive outcomes for students will include:</p> <ul style="list-style-type: none"> • up-to-date knowledge of a range of non-TA approaches currently being applied within the selected context • an understanding of other approaches in terms of TA concepts • familiarity with a set of criteria for assessing and selecting appropriate interventions based on a range of TA and non-TA models <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • analyse the context within which they are practising and identify needs using a range of TA and non-TA concepts • help others to analyse such contexts using a range of TA and non-TA concepts • apply TA knowledge to improve their application of non-TA approaches • conduct action research within such contexts using TA and other models • critique their own performance using TA and non-TA models • discuss the merits and demerits of TA and other approaches with other professionals 	

Diploma	Skills Potential groupings include (but are not limited to) Consulting, Counselling & Facilitating Skills, Coaching and/or Counselling Skills, Learning, Teaching and/or Training Skills, Psychotherapy Skills, Developing Skills in Others
Description and Rationale	
Review and critique of skills applied related to the ways in which they are applying TA professionally, considering the similarities and differences with similar processes, the contributions made by TA and other approaches, and the ways in which change occurs at individual, group and organisational levels – optional modules to enable students to explore these different processes and develop the theoretical knowledge, cognitive awareness and critical attitude needed to determine when, how and in what circumstances to apply such processes.	
Aims and Objectives	
To prompt students to review the processes of the chosen approach and the ways in which change occurs, in order to equip them to: <ul style="list-style-type: none"> • combine TA and non-TA approaches for maximum effectiveness • distinguish between available approaches and be able to determine which to apply when • discuss the approaches critically with other professionals • devise interventions that will help people initiate change and/or deal with change 	
Learning Outcomes	
Cognitive outcomes for students will include: <ul style="list-style-type: none"> • up-to-date knowledge of a range of non-TA approaches to the chosen approaches • an understanding of these approaches in terms of TA concepts • familiarity with a set of criteria for determining which form of intervention to use Skill outcomes for students will include being able to: <ul style="list-style-type: none"> • act competently and appropriately as practitioner applying the chosen approaches, analyse contexts, identify and select intervention modes using a range of TA and non-TA concepts • apply TA knowledge to improve their application of non-TA approaches • conduct action research relating to the processes of the chosen approaches • critique their own performance using TA and non-TA models 	

Diploma	Research
Description and Rationale	
Thorough review of research methods with particular emphasis on social sciences and psychology, consideration of existing research studies within TA and related approaches, comparison of findings, critique of methodologies – core module to ensure that students are equipped with theoretical knowledge, cognitive awareness and process skills for undertaking their own research projects, both during the Diploma level of the programme and for the MSc Dissertation and/or CTA examination if appropriate.	
Aims and Objectives	
To equip students with sufficient practical and theoretical knowledge and associated skills in order to: <ul style="list-style-type: none"> • encourage them to take a critical view of research studies • stimulate them to design and conduct their own (limited) research studies • prepare them for designing and undertaking a masters level dissertation 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to compare, contrast and critique:</p> <ul style="list-style-type: none"> • various research methods, including naturalistic and co-operative enquiry, heuristic and phenomenological research, new paradigm and qualitative research • existing TA research, including methods used, results obtained, and research instruments available <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • put together a research proposal • explain the rationale for research design • design their own research instruments and critique them • use research instruments accurately and professionally • write critical reviews of existing research studies 	

Advanced Diploma	Case Study Dissertation
Description and Rationale	
An integration and development of previous learning at Certificate and Diploma levels so as to become a highly skilled TA Master Practitioner within the developmental or psychotherapy area of practice.	
Aims and Objectives	
<ul style="list-style-type: none"> • develop the ability to evaluate, compare and critique theoretical frameworks in order to draw upon and choose from a wide range of potential interventions • develop an awareness of research methodologies in order to interpret and critique research studies and other reports about the efficacy of transactional analysis • increase cultural awareness and the ability to perceive their area of specialism in a broader perspective • develop knowledge, understanding and application in specific fields of personal, professional and organisational development 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to:</p> <ul style="list-style-type: none"> • review, analyse and discuss TA theory and application as a master practitioner • provide theoretical explanations of their incorporation of non-TA approaches • critically assess research conducted by others and evaluate the robustness of the results <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • function effectively as a helping professional who applies TA at master practitioner level • incorporate appropriate non-TA approaches competently within an overall TA perspective and approach • function effectively as a researcher/practitioner whilst facilitating personal, professional and organisational development 	

Appendix 3: Example Contract for ICTAQ Professional Qualification

CONTRACT PROCEDURE

Contracts should be filled out completely. Type or write clearly please. There are two pages for signatures plus a Contract Plan is required.

Email to ictaq@ictaq.org or send three copies to ICTAQ, Wildhill, Broadoak End, Hertford, SG14 2JA, UK.

Do not send payment – you will be sent an invoice with details of how to pay via the banking system, via PayPal or online with a credit card.

An endorsed copy of the contract will be returned to the student and to the sponsor.

CONTRACT PLAN

As part of the contract, please detail below:

Any prior TA training, supervision, application hours, etc that are to be counted towards this ICTAQ qualification (summary only needed but detailed log will be required in due course)
Outline of future training and supervision planned, stating with whom and anticipated costs to be paid by student.
Proposed plans for necessary application of TA professionally to meet ICTAQ requirements.

ICTAQ Contract for ICTAQ Professional Qualification Signature pages

COMMITMENT OF THE STUDENT

1. I understand that I will become a member of ICTAQ (without charge) for the duration of this contract. I have reviewed and agree to honour the Code of Ethics and to follow the Professional Practice Guidelines of ICTAQ
2. I have read and understand the ICTAQ Handbook for this qualification
3. I plan to submit a log of hours plus the required assignments for:

Certificate		Diploma		Advanced Diploma	
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TA Psychotherapy		Developmental TA		Not yet decided	
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4. I have made an agreement with the undersigned sponsor who will provide supervision and guidance in line with ICTAQ requirements
5. I understand that this contract expires 3 years after the date of endorsement by ICTAQ

Student accepts on (date):	Signature:
Name:	
Email:	
Address:	
Postcode:	Country:

COMMITMENT OF TRAINING INSTITUTE OR TRAINER

1. I/We agree to provide an ongoing training programme to enable the student to meet the requirements of the ICTAQ qualification indicated above

Institute/Trainer accepts on (date):	Signature:
Name of Institute or Trainer:	
Email:	
Address or website:	Country:

COMMITMENT OF THE SPONSOR

1. I am a member of ICTAQ and I will renew my membership annually for the duration of this contract
2. I am a Provisional ___ Teaching ___ and Supervising ___ Transactional Analyst in the following field(s) Counselling ___ Educational ___ Organisational ___ Psychotherapy ___ (*tick all that apply*):
3. OR
4. I am an ICTAQ Trainer ___ and Supervisor ___ Designate ___ in Developmental TA ___ or Psychotherapy TA ___
5. I agree to train and supervise the above-mentioned student according to the guidelines and standards of ICTAQ. I have read and understand the relevant ICTAQ Handbook
6. I am aware of my responsibility to keep myself up to date with any changes related to ICTAQ standards or procedures concerning professional qualifications

Sponsor accepts on (date):	Signature:
Name:	
Email:	
Address:	
Postcode:	Country:

COMMITMENT OF ICTAQ

1. ICTAQ will operate the Qualification Procedures and will advise of any amendments
2. ICTAQ Trainer Advisory Board will monitor the operation of the Qualifications as detailed in the Handbook
3. ICTAQ will notify the student of any change in the membership status of sponsor

ICTAQ endorses on (date):	Signature:
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Appendix 4: Example of assessment form

ICTAQ Assessment Form – Certificate – Individual Development

IMPORTANT – REFER TO FULL LIST OF CORE COMPETENCIES AND LEARNING OUTCOMES WHEN ASSESSING

Student Name:

Date Submitted:

DECISION:

Tutor/Assessor Name:

Date Marked:

PASS/DEFER

Code for ratings: N = needs more work, G = good enough, B = better than good enough

<p>Did they respond to the brief?</p> <p>Does the submission address the portfolio requirement specified? Has the student described the project as required? Have they avoided discounting, redefining, grandiosity, etc around the set task?</p> <p><i>(not rated – comments only)</i></p>	
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Core competencies	Assessor Comments/Evidence Seen	Rating
<p>Personal Attributes</p> <p>Belief in client autonomy, OK OK, self-insight, self-reflective, knows own strengths and limitations, seeks help appropriately, available for intimate contact, applies creativity & intuition</p>		
<p>Professional context</p> <p>Understands socio-economic & political realities, relates micro and macro to individuals and systems, aware frames of reference, knows ethics code and other professional requirements, operates professionally & ethically, handles boundary issues</p>		
<p>Theory</p> <p>Can articulate understanding of theory, describes practical application of theory, shows awareness of recent developments in theory, familiarity with TA concepts of particular relevance to their practice, awareness of how non-TA theories might be applied</p>		

Core competencies	Assessor Comments/Evidence Seen	Rating
<p>Relationship</p> <p>Mutual respect, promotes autonomy, sensitive to other frames of ref, cultures & social norms, brackets own frame of ref appropriately, demonstrates empathy and understanding, aware of and deals with developmental issues, transference & counter transference, demonstrates potency, protection, permission</p>		
<p>Contracting</p> <p>Negotiates contracts including multi-party, works within contract, updates as necessary, identifies stakeholders, takes diff levels of contract into account, familiar with legal aspects of contracting, evaluates contract and process with client</p>		
<p>Analysing & Assessing</p> <p>Comprehensive analysis and diagnosis, takes account of socio-cultural influences, realistic assessment of potential for development of client/client system, accounts for risk/harm factors, communicates all to client, assists client to make decisions about change or not</p>		
<p>Designing & Planning</p> <p>Conceptualises to develop plan, plans range of interventions, plans to utilise client/client system resources, aware of different styles and stages, plans to promote autonomy, considers use of local resources, plans to deal with possible pitfalls and problems</p>		
<p>Implementation</p> <p>Applies and integrates TA concepts in practice, creates safe climate for work, anti-discriminatory in practice, recognises and responds appropriately to games, discounts, etc, phenomenological observations of client, has rationale for interventions, strokes clients to grow, evaluates and adjusts interventions, deals with script issues, refers if necessary</p>		

Core competencies	Assessor Comments/Evidence Seen	Rating
Evaluation Has clear criteria and uses for continual evaluation of own practice, plans how to evaluate, checks for patterns as well as specifics, uses supervision, commitment to ongoing development, accepts feedback, familiar with literature on research, evaluation, quality improvement, can critique their own work		

Learning Outcomes	Assessor Comments/Evidence Seen	Rating
Cognitive outcomes for students will include the ability to clearly describe and critique the:		
structural analysis of ego states, psychic organs and id, ego, id		
script matrix and related concepts, including life positions, attributions, injunctions, counterscript, drivers		
cycles of development		
internal processes including discounting, and the racket system		
autonomy as the goal of TA application		
Skill outcomes for students will include being able to:		
analyse their own developmental history and current developmental needs		
identify and initiate developmental activity for themselves		
apply TA concepts appropriately and professionally with clients who wish to analyse their own developmental needs		
apply TA concepts to identify developmental needs of clients and present interventions accordingly including non-TA activities (such as coaching, teaching etc)		
work with clients to bring about personal and/or professional change and growth		

Appendix 5: Student Guidance

The following are intended for guidance and should be read in conjunction with the detailed requirements described within this Handbook.

Keep careful records of all professional application that you conduct, as well as keeping notes about your learning experiences. Below are some ideas about how to keep a Learning Log, which will be the record of dates and hours, and how to write a Learning Journal, which will be the reflective account of what learning took place during those dates and hours. After those two items, we have also included some notes on how to prepare the portfolios that are needed to enable the assessor to see that you are performing competently.

Maintaining a Learning Log

Professional associations nowadays expect members to maintain CPD (Continuing Professional Development) records; they often specify formats which mean having to produce different versions. We suggest that you use Excel or similar and collate the basic details proposed below; then you can sort the file out into different formats as required. You may not want to apply all of the suggestions below – the key is what will best help you review your learning and/or development.

Detailed Log

Items in italics may appear instead or additionally in your Learning Journal

Columns that show:

- Dates
- Details of activity, what you did (e.g. names of workshops, titles of books read, etc.)
- Presenter or author name(s) and their qualifications (especially TA status as P/TSTA and field of application)
- Why you chose to do that (any specific aims, part of ongoing commitment, etc.)
- Hours – subdivided into any or all of the following (which can all be reflected upon within your Learning Journal):
 - attending as student/participant (e.g. training course, conference)
 - presenting (e.g. speaker at conferences – not your normal professional work)
 - reading, studying
 - research
 - writing (articles, books, etc. – not your study notes)
 - peer contact/peer supervision
 - supervision received (supervisor name, status)
 - services to the profession (e.g. committee work)
 - personal therapy
 - personal interests relevant to professional development
 - anything else that contributes to your learning and/or development
 - learning and/or development – your reflection on what you gained from the activity
 - future application – your notes on how you will apply new learning/development in future professional activities

Possible Additions

Some activities spread over a period of time so are hard to show against specific dates (or need lots of entries). Consider whether to add some lists, with optional estimates of time spent, as follows:

- Articles and/or book written, packs produced, etc.
- Research studies undertaken
- Books and journals read (authors, titles)
- Professional contributions/Positions held (e.g. committees served on).

Suggested Review Summaries

Hours

Count up hours per year under the various headings (attending, presenting, etc.) and review across a number of years.

- Are you doing more or less of some activities? Why?
- Are you averaging out at the same hours year by year? Why? Is that appropriate?
- How are you balancing enjoyment and learning when deciding which activities to undertake?
- What changes might you need to make in how you spend your time?
- What learning/development opportunities might you be overlooking?

Activities

The detailed log may take several pages per year so it can be hard to spot themes. Prepare a single A4 sheet per year containing a matrix of months on one axis and activity types (attending, research, peer contact, etc.) on the other.

Make brief notes in the boxes of particularly significant activities (e.g. article written, design work with colleagues, etc).

Over the period of a year, how varied are the range of activities?

Are any activities blank? Is that significant? (e.g. Would it be developmental for you to start some research, or volunteer for committee work, etc?)

Maintaining a Reflective Learning Journal

A learning journal is rather like a detailed diary. After each learning occasion, you write notes on what you learned and how you will implement any changes as a result. It is often easier to make a brief heading about what activity, the author, trainer, therapist, etc, and the date before you capture your stream of consciousness about your learning through the activity described. It is not necessary to repeat all the information from your Learning Log within the Learning Journal, although you may do so if you wish.

You should always anonymize client names – for individuals you might be able to use their first name, for organisations you may have to call them ABC, DEF, et cetera.

Examples of how you might write your journal include:

- Summarise the points of content learned from reading a book or article, attending a training workshop or seminar, receiving supervision, therapy, coach/mentoring, consultancy or counselling
- Describe what this learning means for you – where will it be relevant for you, what will you do differently in the near future and also longer term

- Explore what insights and/or self-awareness you have developed as a result of the learning activities
- Explore what insights and/or self-awareness you have developed as a result of the process of review as you write your journal

Look back to previous learning and consider how what you have just learned links back: does it reinforce or extend earlier learning and if so, how; might it conflict so that you need to change your mind and/or your behaviour; is it new learning that you will still need to incorporate alongside what you already know?

Occasionally, look back over the previous journal notes and pull out any themes or repeating patterns – and make notes on what you can learn from these.

Regularly, review your Learning Journal against the list of competencies. Are you providing sufficient evidence of what you are learning about each, bearing in mind that the assessor will be using that list of competencies to assess your Learning Journal in the same way as if it were a portfolio.

If you notice that some competencies are not being mentioned, check whether you are likely to be learning more about these aspects later in the program, or whether your learning related to those aspects occurred before you began keeping the Learning Journal. Consider adding some supplementary entries about how you are now applying previous learning – or about how you are anticipating being able to apply future learning.

Preparing Portfolios

Psychological

We want students to produce portfolios that can be rated as “Good enough’ or ‘Better’. We aim to help them to do this. The ICTAQ qualifications are not run on the basis that some people must fail in order to prove we are marking properly!

We intend the assessment process to be open and transparent. We welcome feedback from students.

This is a relatively new qualification so we are all – students and trainers – co-creating as we go along.

The portfolio production is intended to be a developmental learning process. It is designed to be based on real professional work/practice so you are not expected to do anything just to submit. Because it is real, we expect you to have tutorials and supervision while you are still doing the work. This will help you increase your professional competence, and your self-awareness, while you still have time to do an even better job.

We expect portfolios to include instances where you were not as competent as you could have been, and to read how you realised this and acted differently, or at least how you have identified a broader range of options for the future.

- No-one is perfect – we expect to see ‘mistakes’ leading to future growth
- You do not have to please us by guessing what we want
- Be as enthusiastic as you like within the frame of the portfolio brief
- Ask for help, especially supervision or discussing with other students
- If you need deadlines, choose your own and then promise your sponsor

However, you are being assessed for your competence so please do not submit portfolios where you now realise that your own professional learning exceeds the benefit obtained by the client – in other words, if you are not very successful at all, learn as much as you can through supervision but do not submit the results for assessment – apply what you have learned to a future client and submit that!

Procedural

A portfolio needs to contain evidence and annotations:

- evidence can include working papers, your own notes, correspondence, handouts, photos of flipcharts, emails, participant/client/customer evaluations, recordings, transcripts, completed questionnaires, etc
- annotations may be made directly onto the evidence documents or can be a 'stream of consciousness' account with the various evidence items mentioned within the text. The account can be chronological or you can use some other structure

To make it as easy as possible for the trainer/assessor, please:

- number each item of evidence and include a list of them
- scan items of evidence if necessary so that the whole submission can be dealt with via email
- include one copy only of email sequences (i.e. do not include 1 email, then the same email with a reply, then those two with the next reply, etc)
- if you make direct annotations onto evidence, use colour or font differences so we can easily differentiate your comments from the original

Include 'proper' academic-style references. Mention an author and publication date within the text when you refer to any TA concept, and then list all references at the end, showing author(s), date, title of article or book, title of journal or book (for a chapter), any edition, volume, issue numbers, page numbers if relevant, publisher. You can look at the International Journal of Transactional Analysis Research & Practice to see how referencing should be done – free access to everyone at www.ijtar.org.

Professional

The following are guidelines to help you produce portfolios that will be assessed as good enough or better. Basically, we suggest that you use the same process that the trainer/assessors will use. In that way, you will identify any weak areas and can make suitable adjustments before submission.

The assignments are assessed against:

1. the general Assessment Form – the competencies that apply to all TA application
2. the additional cognitive and skill outcomes for the specific module

Keep in mind that the wording of the possible intervention for each portfolio is there to give you a focus. It also gets reviewed directly as the first item on the form – *Did they respond to the brief?* For this, the assessor consider whether you have presented a piece of work that addresses the stated learning and skill outcomes for the module, and that you have included commentary about your own personal and professional dynamics as well as those of, and with, the client(s). It is not rated but will be taken into account when the assessor decides on pass or defer, and will influence the assessor as they assess against the competences and outcomes.

We expect you to demonstrate all core competencies in all TA work. To check this, read through the portfolio, taking each competence in turn and looking for relevant evidence. Next check the cognitive outcomes and the skill outcomes (some of these may duplicate the core competencies).

The trainer/assessor will normally make notes and then write a kind of 'school report' against each item – what evidence they found and what was missing. Only then will they rate the item. When you do this to your own work, you do not need to write the reports – you just need to identify those criteria where you've missed giving evidence. No evidence means the trainer/assessor can't give you any credit, so your aim now is to plug the gaps.

Example: How an assessor will review the Core Themes portfolio

The following is related to a specific module as an example; the same process can be applied for any module. Pretend that you have to do the assessment and look for the evidence, which should be in the reflective commentary. If it is in the attached evidence, make sure you have reflected on it in the commentary. The evidence documents are there to prove that you did the work but they are not used directly in the assessment. This is why they can be in your own language.

The assessor will be using a marking guide which will prompt them as below.

Did the student respond to the brief?

- evidence that they thought about significant versus less significant contributions – how they decided what to include/exclude
- schools – what counts as a school – as well as classical, redecision, Cathexis, did they consider co-creative, developmental, relational, constructivist, integrative, psychodynamic – and maybe any schools in specific areas (e.g. based on Scilligo in Italy, Kertesz in South America, Kandathil in India)
- how concepts got changed, new developments
- over the years – need a timeline, dates
- fields of application – need to cover all fields although may give more emphasis to their own field
- personally used – which concepts had/have most impact and how
- professionally used – which concepts had/have most impact and how, may be combined with response on fields of application
- reasons for their choices – need the rationale for what used and what not used

Competencies

Personal attributes: how they apply concepts, choices of concepts vis a vis clients, self-reflection on personal impact of TA, how contactful (e.g. what is in contracts about working together) creative ideas

Professional context: should be included as elements that influence choices of concepts to apply, may also be relevant to distinguish what concepts for which fields, (e.g. organisational cultures affect how we work, boundary issues vary across fields)

Theory: check for recognition of how concepts have changed over the years, schools that have developed, the philosophy of TA, and the differences and similarities between fields of application

Relationship: how to promote autonomy in choice of concepts to use professionally, refers to cycles of development, transference, Permission Protection Potency directly as significant concepts

Contracting: key concept to be described in terms of theoretical developments from early Steiner through English to Micholt for psychological distance and Hay for multi-party

Analysing and Assessing: how do they choose which concepts to apply to suit client/circumstances, what do they not use and why; what consideration of climate/culture for work

Designing and Planning: how do they plan to apply chosen concepts (e.g. teach to client, use in own head but not share, etc); what is their rationale; what consideration of potential pitfalls (e.g. resistant client) and how plan to get client commitment

Implementation: do they include enough detail so you can assess how they worked, dynamics of practitioner and client(s) and between people; no discriminatory attitude

Evaluation: do they indicate how their choices of concepts have evolved over time, critique their own choices, explain how they decide what works and what doesn't; how do they get client reactions and feedback

Learning outcomes

Cognitive outcomes: mention at least some of the concepts that got EBMA, plus Berne's range including SDOG; inter-relates concepts – does not write about every concept in isolation

The history and development – gives dates and how things changed over the years

key contributors and schools – Berne, Steiner, Gouldings & Goulding, Schiff and Mellor plus Levin, English, Kahler, Hay (for Org), Illsley Clark, Barrow, Newton et al (for Educ); schools to include classical, redecision and Cathexis plus some mention of co-creative, and developmental as possible newer schools, plus constructivist, relational – and for different fields, must mention all fields although may have more evidence about their own application

Skill outcomes

- Selects concepts ... and justifies their choices
- Use TA to assess own behaviour – how/what used personally and professionally
- Discuss TA critically with professional colleagues – are they doing this with the assessor via the portfolio commentary – important student is critical and refers to pros and cons
- Uses TA to analyse own behaviour and others – should indicate which concepts are chosen and used professionally, so assessor can form a view on how successful future analyses are likely to be

Preparing for Presentations to Panels

The Panel will already know that you have passed the submission requirements and will have seen your submissions and the assessments of them. They will be seeking to have a collegial discussion with you about your work.

Review the assessments and identify any areas where it may have been indicated that more evidence would have been expected, especially where you have not received a Good enough rating. The members of the panel will assume that you will have been preparing to talk about these aspects so they will ask you questions to prompt this. Keep in mind that they are looking to find out what you know – they are not looking to identify what you do not know (as long as you know the basic concepts).

When you are expected to play recordings, select some short segments which demonstrate how you are working with a client or clients, and how the client(s) is gaining in self-awareness so that they are becoming increasingly autonomous. You will need to produce a transcript of the segment; this should include exactly what is being said so that you will include umms and aahs, sighs, laughter, and ungrammatical sentence patterns that occur in normal speech. If someone types up the transcript for you, make sure that they know that they are not meant to tidy it up in terms of grammar.

When the transcript has been typed up, use the numbering facility that applies to each line, each sentence or each utterance. The numbers are to make it easy to identify where to look when you are discussing the recording with the panel.

If you need to translate into English, show the original language and the English side-by-side in columns so that both languages can be seen at once and that the numbering system is clearly associated with both columns.

Once you have selected your segments, prepare a detailed analysis. You will probably need to work landscape rather than portrait for this. Add more columns so that you can indicate what ego states were involved, what kind of transactions, what strokes, what drivers/working styles are evident, where can you identify discounting, what life positions might be being exhibited, and any other theoretical TA concepts you choose.

Keep in mind that we are not expecting perfection when you analyse your process with clients. There are bound to be things you have said or done, or missed, that you can now identify with the benefit

of hindsight. Give some thought to what other options you had at various points within the transcribed dialogue. Also, think about your theoretical rationale for what you did and what you might have done. These aspects will form the basis of your collegial dialogue with the panel.

Appendix 6: Other TA Qualifications

Note: although ITAA is mentioned below, the qualifications usually regarded as theirs are in fact operated by IBOC – the International Board of Certification - which is a separate body under Californian law.

International certification processes are operated by the ship's mortgages to peak International Transactional Analysis Association (ITAA/IBOC), the European Transactional Analysis Association (EATA) and the Federation of TA Associations (currently Australia and New Zealand) (FTAA). These three bodies also liaise to ensure that their respective qualifications are at equivalent levels of competence. They operate three levels of endorsement:

- The first level is *Certified Transactional Analysts* (CTA), which can be attained for a specified field of application and usually takes 4 or 5 years to achieve. This is the level to which the Advanced Diploma/TA Master Practitioner accreditation has been designed
- CTAs who have been internationally endorsed can become *Provisional Teaching and Supervising Transactional Analysts* (PTSTA) in their own specialism. They are then able to provide accredited training for those seeking CTA qualification. The equivalent ICTAQ arrangements are detailed in a separate Handbook
- The final level is *Teaching and Supervising Transactional Analysts*. It takes around 7 years to reach TSTA, culminating in three examinations. TSTAs can teach and supervise PTSTAs and CTAs. The equivalent ICTAQ arrangements are detailed in a separate Handbook
- TSTAs and PTSTAs can provide teaching and supervision to trainees in any field of application but can normally sign training contracts only for their own specialism (exceptions are made when no appropriate (P)TSTA is available). A similar arrangement is operated by ICTAQ although the division there is only between developmental and psychotherapy applications

At the time of writing this Handbook, EATA have been operating another level of qualification – CTA Trainer/Supervisor. However, this has not been adopted by ITAA/IBOC and the assessment processes appear to have ceased a couple of years ago.

Table 5 indicates a comparison between the hours and other requirements of EATA/ITAA and ICTAQ. ICTAQ qualifications are run in such a way that TA Master Practitioner equates to CTA.

Table 5: Requirements Comparison

	Certificate	Diploma	Advanced Diploma	CTA - TA	CTA – can be non-TA
Overall hours	n/a	n/a	n/a	1025 hrs TA	995
training hours	75	75	150	300	300
supervision hours	15 of which 10 must be with sponsor	20 of which 15 must be with sponsor	40 of which 20 must be with sponsor	75 of which 40 must be with sponsor	75 (can be non-TA or peer i.e. not P/TSTA)
application hours/ professional practice	100	150	250	500	250
additional prof devp hours	Assumed done during studying and maintaining own professional competence				500
Portfolios/ case study/oral exam	4 portfolios plus final presentation to panel	4 portfolios with recordings plus final presentation to panel	12000 words plus recordings for final presentation to panel	24000 words, plus recordings to play at oral exam	
101 Certificate					
Note that attendance at 101 Introductory Course (usually 12 hours or so) is a requirement for CTA but that the hours for this are not credited towards any qualifications; attendance at a TA101 may be useful for a Certificate student although the same material will be covered in more depth during the Certificate training					
for the avoidance of doubt – Diploma requires completion of Certificate requirements Advanced Diploma requires completion of Diploma requirements					