# International Centre for Developmental Transactional Analysis

# ICDTA Professional Qualifications Handbook

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# Contents

# 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 ICDTA Certificate and Diploma in Developmental Transactional Analysis and explains its relationship to the international Certified Transactional Analyst (CTA) qualification. It also contains information on the background to the qualifications and the procedures for undertaking them.

In summary, the ICDTA provides a Certificate and a Diploma in Developmental Transactional Analysis. These operate at approximately the same academic level as typical postgraduate qualifications but have been designed with an emphasis on practical application so that they equate to about 25% and 50% of the requirements for the well-established international TA qualification of Certified Transactional Analyst.

The ICDTA Certificate and Diploma are in Developmental TA, whereas the international CTA qualification is in one of four more specific fields; students are expected to specialise more as they become more advanced practitioners. Students may, however, still specialise at early stages provided they cover the fundamentals. Students may state that they hold the Certificate (or Diploma) in Developmental Transactional Analysis; subject to approval by ICDTA they may also choose to specify a field of practice such as Coaching, Consulting, Teaching etc.

The ICDTA 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 internationally-accredited TA trainers) 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 a DTAPQ choose an ICDTA Training Member as their sponsor and sign a three-cornered contract – student, sponsor/trainer and the ICDTA (see Appendix 3). Student and sponsor agree a suitable timeframe for attaining the qualification. Prior DTA training, supervision and practical application can be taken into account; in addition, the sponsor may allow some credit hours for training that has been provided by a TA psychotherapy trainer. Existing alternative qualifications in DTA may also be taken into account, although there are currently few of these available.

## Developmental Transactional Analysis

Transactional analysis is a humanistic approach to understanding human functioning and helping individuals to attain autonomy. It was originated during the nineteen-sixties by Dr Eric Berne; since then it has continued to develop and is now used extensively, in many languages around the world, by therapists, educators, organisational consultants and counsellors. In addition to the original therapeutic applications, it now encompasses specific fields of use that carry their own international certification; transactional analysts are now accredited specifically for psychotherapy (previously called clinical), counselling, educational, or organisational applications.

Developmental TA is the term now in use to refer to the non-therapy fields of application of TA, combining the organisational, educational and (non-therapeutic) counselling (including coaching) specialisms. 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.

## International TA Qualifications

Very few professional approaches are as rigorous as that for transactional analysis.  Analysts are expected to develop a high level of self-awareness so that their own issues do not interfere with the needs of the client.  They also spend time learning to analyse individual, group and organisational dynamics so they can do this whilst maintaining the focus of their interventions.

International certification processes are operated by the International Transactional Analysis Association (ITAA), 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.

- CTA's 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 final level is *Teaching and Supervising Transactional Analysts*.  It takes around 7 years to reach TSTA, culminating in three examinations.  TSTA's can teach and supervise PTSTA's and CTA's.

- TSTA's and PTSTA's 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).

For complete and up-to-date details, see [www.itaa-net.org](www.itaa-net.org), [www.eatanews.org](www.eatanews.org) or [www.federationtaassociations.com](www.federationtaassociations.com) .

*Note added March 2017 – EATA have a CTA Trainer qualification which has to date not been adopted by ITAA -see the EATA website for details.*

## Competencies

To maintain the link to international TA 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 DTAPQ Competencies if necessary. However, ample notice will be given to students if changes are needed.

# The DTAPQ Framework

## Design Considerations

TA training has been undertaken on an international basis over many years. Originally focussed on the training of therapists, it includes some extremely thorough processes for ensuring that students 'live' what they learn. Thus, 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.

Students are expected 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 these 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.

Wenger thus provides a theoretical explanation of the way T training operates. Students 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 Certificate, Diploma, CTA (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**, the intention is to:

- provide a core body of knowledge and understanding appropriate to postgraduate level and to the professional application of transactional analysis in developmental contexts

- 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**, 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 **CTA level** of qualification, the intention is to:

- undertake a substantial piece of independent work
- 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 CTA status

For those continuing to **MSc level**, the Certificate and Diploma are pre-requisites and will lead naturally into the final level.

## 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 1. 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 in Developmental TA | |
|---|---|
| 1 Core Module plus Learning Journal | |
| Professional Intervention | Importance of contracting, boundaries and groundrules, ethics & professional practices |
| Learning jJurnal | 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 all 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' organisational model, games, stroking and ego state patterns in organisations |
| Diploma in Developmental TA | |
| 2 Core Modules | |
| Process Skills | Analysing self, others, groups and organisations, interventions, transference and counter-transference, 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 three optional modules from 7 | |
| Organisational Context | Diagnosing, selecting, planning and implementing appropriate range of TA concepts in one of the 3 fields of application, combining TA and other approaches, critiquing what done |
| Educational Context | |
| Counselling Context | |
| Consulting, Counselling & Facilitating | How change occurs at individual, group and organisational levels, contrasting TA with other approaches |
| Learning, Teaching & Training | Learning by children and adults, philosophies of education and training, principles of learning, contrasting TA with other approaches |
| Work Skills | Work skills such as leadership, time management, problem solving and decision making, creativity and innovation, contrasting TA with other approaches |
| CTA or Professional Transactional Analyst - Organisational, Educational or Counselling field of application specified | |
| Select field of application | oral examination and case study ('the written exam') on own research and application of TA |
| MSc Professional Development (Developmental Transactional Analysis) | |
| Optional addition of specialisation | Dissertation based on professional intervention |

**Conversion to International Qualification**

Students who wish can opt to take the international examination as a Certified Transactional Analyst in their chosen field. This examination requires sponsorship by an internationally accredited (P) TSTA in the chosen field of application. The detailed requirements for this are set out in the ITAA, EATA and FTAA Handbooks, which can be accessed at the websites listed on page 3. Please note that the details given in Table 1 are for guidance only; please note also that these are all minimum requirements and students may require more to reach the required standard.

Students wishing to obtain the international TA qualification should discuss this with their sponsor and:

- may need to attain additional hours of training, supervision and application

- will need to provide alongside their dissertation a number of supporting video or audio recordings, to demonstrate their competence at applying TA in their chosen field

- will need to attend an internationally-run examination event where they will present their work to a panel of 4 examiners who are already qualified as Certified Transactional Analysts

**Conversion to MSc**

The Certificate and Diploma are prerequisites for the MSc. Students wishing to continue to MSc level should discuss this with their sponsor. A contract between student and sponsor for the MSc will not usually be signed until the requirements for the Certificate have been met. This is to ensure that the student is practising professionally in a way that will enable them to achieve the MSc. It is also to enable the student to undertake the necessary additional study and practice whilst minimising the number of years of university registration needed.

## Summary of 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 normally occur within specific supervision days.

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 ICDTA qualification and how these relate to the CTA. For each level, there are minimum requirements for:

- overall hours – the sum of training, supervision and professional development activities plus hours spent applying TA professionally.
- training hours – studying TA with an internationally accredited TA trainer (for CTA 300 hours may be on topics other than TA), these include sessions at conferences and other events.
- supervision hours – presenting own work to an internationally accredited 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

or similar activities.

- additional professional development hours – these may be additional training or supervision hours, time spent studying, researching, shadowing or co-working, or other activities approved by the sponsor.
- 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.

**Table 2 – Requirements Summary**

| | Certificate | Diploma | MSc | CTA (total requirements) |
|---|---|---|---|---|
| Overall hours | 250 | 250 | 500 | 2000 (1025 hrs TA) |
| training hours (with P/TSTA) | 75 | 75 | 150 | 600 (300 must be TA) |
| supervision hours (with P/TSTA) | 10 of which 6 must be with sponsor | 10 of which 6 must be with sponsor | 20 of which 12 must be with sponsor | 150 of which 75 must be TA-based; 40 must be with sponsor |
| application hours/ professional practice | 100 (TA) | 200 (100 TA) | 300 (200 TA) | 750 (500 TA) |
| additional prof devp hours | 65 as agreed with sponsor | 65 as agreed with sponsor | 270 | 500 agreed with sponsor |
| Portfolios/ case study/oral exam | 4 portfolios (incl reflective Learning Journal) plus final presentation to panel | 4 portfolios with recordings plus final presentation to panel | 8000 word case study; c. 4000 word response to 3 out of 10 pre-set theoretical questions; recordings to play at viva; 2000 word reflective essay | 24000 words that includes 8000 + 4000 as for MSc plus another 4000 for 3 more theory questions plus Prof Self Portrayal and Learning Journey sections, 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 Certificate and CTA but that the hours for this are not credited towards any qualifications | | | | |
| MSc requires completion of Diploma requirements; Diploma requires completion of Certificate requirements | | | | |

## 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 three from 7 optional 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 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. 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, 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, the international examination procedures are extremely searching as it is essential that practitioners are free from any personal issues that might interfere with the 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 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 10 hours of this supervision is conducted with the same supervisor (the sponsor) over the

period of the Certificate, and another 10 hours for the Diploma (the equivalent for CTA is 40 hours in total - pro-rata for Certificate and Diploma). Arrangements may be made for joint sponsorship arrangements when students do not have sufficient access to one sponsor (e.g. when ICDTA 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 these assessments will be shared on an ongoing basis with students. They will also 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 2-4 pages per month, which includes copies of handouts received, extracts from journals or books, etc. plus the student's annotations, comments and conclusions.

The journal will be assessed against the DTA 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 will impact on future professional practice.
- normal referencing should also be included as footnotes or 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 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 <u>not</u> the only options) – how the student contracted to run a course or lesson, act as consultant or coach; analysis of group's behaviour in a 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.

For the award of an **MSC or CTA,** students must demonstrate that they:

- have a thorough grounding in problem solving or 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 CTA comprises submission of a 24000 word dissertation that:

- describes completion of a significant project, from initial identification through to final prognosis
- demonstrates their ability to enable clients and/or client organisations to resolve problems and/or develop new options
- is supported by 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
- includes analyses and critical evaluation of the processes by which the project was undertaken

Successful completion of the dissertation is followed by an oral examination at which students present and discuss their work.

Full details of the **CTA Examination** process are given in the relevant Training Handbooks for EATA, ITAA and FTAA.

The assessment process for the **Msc Professional Development (Developmental Transactional Analysis)** comprises submission of a 12000 word dissertation that:

- describes completion of a significant project, from initial identification through to final prognosis
- demonstrates their ability to enable clients and/or client organisations to resolve problems and/or develop new options
- is supported by 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
- includes analyses and critical evaluation of the processes by which the project was undertaken

Full details are given in the Student Handbook issued by the Psychological Intelligence Foundation – see www.pifcic.org.

## 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. There are many years of international TA training to demonstrate that these processes are effective in developing competent practitioners.

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 as follows:

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

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

As with international TA qualifications, grading 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.

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. CTA contracts are issued for 7 years; ICDTA contracts for Certificate and Diploma are each issued for up to 3 years. Students should aim to complete with those times as otherwise their learning and/or practice may fail in terms of recency, especially if they then wish to convert to CTA or 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 developmental context, be that organisationally or educationally.  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 in development work 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 the ICDTA 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 DTAPQ Contract requires that students become members of ICDTA.

## Recognition of Prior Learning

As this is a new qualification, 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 because we are introducing the first professional qualifications of this nature. However, we intend to operate 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 Developmental TA programme; however, very few programmes of this nature are currently available.

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 maximum credits will be granted in accordance with hours spent in the various tutor led formats as shown in Table 4 below, taking into account currency and relevance.

**Table 4: Maximum Potential RPL Credits**

|  | Tutor led inputs (lectures, presentations etc) | Tutor led group supervision (tutorials) | Tutor-led one-to-one supervision (tutorial) | Tutor-led seminars |
|---|---|---|---|---|
| Tutor is internationally accredited (P)TSTA in Org, Educ or Counselling* | 100% | 100% | 100% | 100% |
| Tutor is internationally accredited CTA in Org, Educ or Counselling* | 50% | 50% | 50% | nil |
| Tutor is internationally accredited (P)TSTA in Psychotherapy or Counselling* | 50% | 20% | 20% | 30% |
| *Counselling - as this is a newly developing field, each case will be reviewed to determine how much was developmental versus therapeutic | | | | |

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

In addition to the RPL related to hours, students will 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, the ICDTA, and, where appropriate, the training institute (see Appendix 3). This will be submitted to ICDTA 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 ICDTA qualifications <u>after</u> 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.

Students who elect to undertake the international TA qualification process, and/or the MSc, will be invited to sign an additional contract(s) for this/these at a later time.

**Fees**

The current fee payable to ICDTA is £500 for the Certificate or 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 5 items – learning journal, 3 portfolios for Certificate; 4 portfolios for Diploma

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.

An additional fee is payable for those intending to continue to the MSc, to reflect the need to provide university-based assessments.

# Quality Assurance

## General QA Processes

Training & Supervision

EATA/ITAA/FTAA quality assurance processes apply because training and supervision hours may only be credited if provided by those recognised by these bodies as (Provisional) Teaching and Supervising Transactional Analysts.

Marking & Sampling

- double marking of assignments and projects - all will be assessed by the sponsor before submission to ICDTA for marking by another ICDTA Teaching Member

- review at ICDTA 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 ICDTA Teaching Member (and to include any other trainers who provided training or supervision)

- analysis of student feedback questionnaires to be reviewed at the ICDTA Trainer meetings

Ongoing Trainer Development

- it is a tenet of TA that practitioners continue to analyse their own behaviour; all tutors will therefore undertake regular supervision sessions at which they will present and analyse their work

- student feedback questionnaires will include information about tutors; 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 the ICDTA 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   The ICDTA 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 ICDTA 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 the ICDTA'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, the ICDTA 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 University 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 ICDTA Trainer Advisory Board will review the number, nature and outcomes of appeals raised each year, in order to monitor and evaluate the effectiveness of the ICDTA's procedure for appeals.

**Academic Offences**

It is important to maintain the integrity of the ICDTA 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 ICDTA 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 the ITAA/EATA Codes of Ethics and those of 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 show 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** | |
| 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 in UK, Europe and worldwide – core module to ensure students will apply TA professionally and ethically. | |
| **Aims and Objectives** | |
| To provide students with a thorough overview of TA concepts relating to intervening professionally, with plenty of practical examples, in order to: | |

- 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**

**Cognitive** outcomes for students will include the ability to clearly describe and critique the:

- range of TA concepts relating to contracting and boundaries
- psychological distance and other levels of contracting
- ethical and professional practice guidelines within UK and internationally, for TA and other professional approaches
- significance of multi-party contracting within the counselling, educational and organisational fields

**Skill** outcomes for students will include being able to:

- 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**

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.

**Aims and Objectives**

To provide students with a thorough overview of TA, with plenty of practical examples, in order to:

- 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**

**Cognitive** outcomes for students will include the ability to clearly describe and critique the:

- 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)

**Skill** outcomes for students will include being able to:

- 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**

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:

- 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**

**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:

- 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 counselling, teaching etc)
- 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:

- 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**

**Cognitive** outcomes for students will include the ability to clearly describe and critique the range of TA concepts relating to interactions and relationships, including:

- 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

**Skill** outcomes for students will include being able to:

- 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 client individuals, pairs and 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, assertiveness, leadership

| Certificate | Group Processes |
|---|---|

**Description and Rationale**

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 and teams to bring about healthy functioning, operational effectiveness and maximum learning.

**Aims and Objectives**

To provide students with a thorough overview of TA concepts relating to group functioning, with plenty of practical examples, in order to:

- 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**

**Cognitive** outcomes for students will include the ability to:

- 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

**Skill** outcomes for students will include being able to:

- 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, 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

| 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:

- 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**

**Cognitive** outcomes for students will include the ability to clearly describe and critique the range of TA concepts relating to organisations, including:

- 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

**Skill** outcomes for students will include being able to:

- 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

| Diploma | Process Skills |
|---|---|

**Description and Rationale**

Depth consideration of TA and other approaches to supervision, in order to develop skill in analysing self and others (including teams, 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.

**Aims and Objectives**

To ensure that students are skilled at analysing their own processes so that:

- 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**

**Cognitive** outcomes for students will include the ability to compare, contract and critique:

- 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

**Skill** outcomes for students will include being able to:

- prepare segments of their own cases for supervision (e.g. identify selected segments, prepare transcripts, analyse before presenting)
- work as supervisee within various models of supervision
- 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 | Organisational Contexts |
|---|---|

**Description and Rationale**

Review and critique of TA and alternative approaches to organisational analysis and development, identification of needs and selection of appropriate concepts, implementation of organisational interventions, critique of choices made and outcomes achieved – optional module 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 non TA approaches currently in use for understanding the structures and processes of organisational/institutional contexts and stimulate them to compare these with TA concepts in order to:

- 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**

**Cognitive** outcomes for students will include:

- up-to-date knowledge of a range of non-TA approaches currently being applied for analysing organisations/institutions
- 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

**Skill** outcomes for students will include being able to:

- analyse organisational contexts and identify needs using a range of TA and non-TA concepts
- help others to analyse organisational 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 organisational 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 | Educational Contexts |
|---|---|

**Description and Rationale**

Review and critique of TA and alternative approaches to educational analysis and development, identification of needs and selection of appropriate concepts, implementation of educational interventions, critique of choices made and outcomes achieved – optional module 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 non TA approaches currently in use for understanding the structures and processes within educational contexts and stimulate them to compare these with TA concepts in order to:

- 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**

**Cognitive** outcomes for students will include:

- up-to-date knowledge of a range of non-TA approaches currently being applied for analysing educational contexts
- 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

**Skill** outcomes for students will include being able to:

- analyse organisational contexts and identify needs using a range of TA and non-TA concepts
- help others to analyse educational 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 educational 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 | Counselling Contexts |
|---------|---------------------|

**Description and Rationale**

Review and critique of TA and alternative approaches to counselling of individuals, identification of needs and selection of appropriate concepts, implementation of counselling interventions, critique of choices made and outcomes achieved – optional module 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 non TA approaches currently in use within counselling contexts and stimulate them to compare these with TA concepts in order to:

- 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**

**Cognitive** outcomes for students will include:

- up-to-date knowledge of a range of non-TA approaches currently being applied within the context of counselling
- 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

**Skill** outcomes for students will include being able to:

- analyse counselling contexts and identify needs using a range of TA and non-TA concepts
- help others to analyse counselling 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 counselling 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 | Consulting, Counselling & Facilitating |
|---|---|

**Description and Rationale**

Review and critique of approaches to consulting, counselling and facilitating, considering the similarities and differences of these processes, the contributions made by TA and other approaches, and the ways in which change occurs at individual, group and organisational levels – optional module 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 consultancy, counselling and facilitation, and the ways in which change occurs, in order to equip them to:

- combine TA and non-TA approaches for maximum effectiveness
- distinguish between the three 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:

- up-to-date knowledge of a range of non-TA approaches to consulting, counselling and facilitating
- 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:

- act competently and appropriately as consultant, counsellor or facilitator
-  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 consultancy, counselling or facilitation
- critique their own performance using TA and non-TA models

| Diploma | Learning, Teaching & Training |
|---|---|

**Description and Rationale**

Review and critique of approaches to adult and child learning and teaching, including latest developments in research into the functioning of the brain, the contributions made by TA and other approaches, and the ways in which learning can be maximised at individual, group and organisational levels – optional module to enable students to explore learning and teaching processes and develop the theoretical knowledge, cognitive awareness and critical attitude needed to plan and implement effective interventions that lead to learning by individuals and groups.

**Aims and Objectives**

To prompt students to review the processes of learning, teaching and training, and the ways in which learning and development occurs, in order to equip them to:

- combine TA and non-TA approaches for maximum effectiveness
- understand the differences and similarities in the three processes
- discuss the approaches critically with other professionals
- devise interventions that will maximise to learning and development for individuals, groups, teams and organisations

**Learning Outcomes**

**Cognitive** outcomes for students will include:

- up-to-date knowledge of a range of non-TA approaches to learning, teaching and training
- an understanding of these processes in terms of TA concepts
- knowledge of a range of teaching and training options
- **Skill** outcomes for students will include being able to:
- act competently and appropriately as educator, teacher or trainer
-  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 learning, teaching and training
- critique their own performance using TA and non-TA models

| Diploma | Work Skills |
|---|---|

**Description and Rationale**

Review and critique of TA and other approaches to work skills used inside and outside organisations (such as time management, leadership, creativity, etc), how such skills can be encouraged and developed, the contribution made by TA and other approaches and the relative pitfalls, and how various approaches can be combined for greater impact – optional module to enable students to develop the theoretical knowledge, cognitive awareness and critical attitude needed to implement interventions that enable individuals, groups and organisations to develop such work skills.

**Aims and Objectives**

To provide students with a wide ranging overview of different approaches currently in use relating to the development of work skills, so that they can:

- combine TA and non-TA approaches for maximum impact
- discuss TA and non-TA approaches critically with professional colleagues
- devise interventions that will maximise the learning of work skills by individuals, groups, teams and organisations

**Learning Outcomes**

**Cognitive** outcomes for students will include:

- up-to-date knowledge of a range of non-TA approaches currently being applied to the development of work skills
- an understanding of other approaches in terms of TA concepts
- knowledge of a range of models that combine TA and other approaches to work skills

**Skill** outcomes for students will include being able to:

- analyse situations and identify needs using a range of TA and non-TA concepts
- help others to acquire work skills 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 acquisition of work skills by individuals, groups or organisations
- critique their own performance using TA and non-TA models
- discuss the merits and demerits of TA and other approaches with other professionals

| 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 if appropriate.

**Aims and Objectives**

To equip students with sufficient practical and theoretical knowledge and associated skills in order to:

- 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**

**Cognitive** outcomes for students will include the ability to compare, contrast and critique:

- 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

**Skill** outcomes for students will include being able to:

- 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

# Appendix 3: Example Contract for DTAPQ

**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 pifcic@pifcic.org or send three copies to ICDTA, 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 or PayPal.

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 ICDTA 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 DTAPQ requirements. |

**ICDTA Contract for ICDTA Professional Qualification (DTAPQ) Signature pages**

**COMMITMENT OF THE STUDENT**

1. I am a member of [name of national TA association] and I will renew my membership annually for the duration of this contract.
2. I have reviewed and agree to honour the Code of Ethics and to follow the Professional Practice Guidelines of ICDTA, and EATA (if in Europe) or ITAA (if outside Europe)
3. I have read and understand the ICDTA DTAPQ Handbook.
4. I plan to submit a log of hours plus the required assignments for:

| Certificate in DTA | | Diploma in DTA | |
|---|---|---|---|

5. I have made an agreement with the undersigned sponsor who will provide supervision and guidance in line with ICDTA requirements.
6. I understand that this contract expires 3 years after the date of endorsement by ICDTA.

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

**COMMITMENT OF TRAINING INSTITUTE**

1. [insert name of institute] agrees to provide an ongoing training programme to enable the student to meet the requirements of the ICDTA qualification indicated above

| Institute accepts on (date): | Signature: |
|---|---|
| Name of Institute | |
| Address or website | Country |

**COMMITMENT OF THE SPONSOR**

1. I am a member of ICDTA 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) (*tick*): Counselling _____  Educational _____  Organisational _____
3. I agree to train and supervise the above mentioned student according to the guidelines and standards of ICDTA and EATA. I have read and understand ICDTA DTAPQ Manual.
4. I am aware of my responsibility to keep myself up to date with any changes related to ICDTA standards or procedures concerning DTAPQs...

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

**COMMITMENT OF THE ICDTA**

1. ICDTA will operate the DTAPQ Procedures and will advise of any amendments.
2. ICDTA Trainer Advisory Board will monitor the operation of the DTAPQ's as detailed in the manual.
3. ICDTA will notify the student of any change in the membership status of sponsor.

| ICDTA endorses on (date): | Signature: |
|---|---|

# Appendix 4: Example of assessment form

<table>
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**IPQ Assessment Form**

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

Student Name :                    Essay/Portfolio (delete as appropriate)

Certificate/Diploma     Module :

Date Submitted :                   Date Marked :

Tutor/Assessor Name :                              **Pass/Defer**

*Note: pass/defer decision to be based on competencies and learning outcomes combined*

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

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**Did they respond to the brief?**
Does the submission address the portfolio/essay requirement specified?  Has the student answered the question or described the project as required? Have they avoided discounting, redefining, grandiosity, etc around the set task?

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<tr>
<td align="center">**Core competencies**</td>
<td align="center">**Assessor Comments**</td>
<td>**##Rating**</td>
</tr>
<tr>
<td>

**Personal Attributes**
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

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**Professional context**
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

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**Theory**
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
    *see also Learning Outcomes for this module –attached as page 3 of this assessment*

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| | | |
|---|---|---|
| **Relationship**<br>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 | | |
| **Contracting**<br>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 | | |
| **Analysing & Assessing**<br>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 | | |
| **Designing & Planning**<br>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 | | |
| **Implementation**<br>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 | | |
| **Evaluation**<br>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 | | |

**NOTE – ADD ADDITIONAL PAGE FOR LEARNING OUTCOMES OF SPECIFIC MODULE**

**IPQ Learning Outcomes Assessment**

*To be attached to IPQ Assessment form and rated along with Competencies*

| Certificate | Professional Intervention | |
|---|---|---|
| ## Code for ratings: N = needs more work, G = good enough , B = better than good enough | | |
| **Learning Outcomes** | **Assessor Comments** | **##Rating** |
| **Cognitive** outcomes for students will include the ability to clearly describe and critique the:<br><br>range of TA concepts relating to contracting and boundaries<br><br>psychological distance and other levels of contracting<br><br>ethical and professional practice guidelines within UK and internationally, for TA and other professional approaches<br><br>significance of multi-party contracting within the counselling, educational and organisational fields<br><br><br><br>**Skill** outcomes for students will include being able to:<br><br>contract ethically, effectively and appropriately when using TA with clients and/or client organisations<br><br>maintain professionalism at all times during and after any intervention<br><br>analyse processes of contracting, including underlying psychological levels | | |

# 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 DTA 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 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:
    - 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 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.

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 DTAPQs 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 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

### 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' 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.

**Professional**

The following are guidelines to help you produce portfolios that will be assessed as good enough or better. Basically, I am suggesting 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 DTAPQ Assessment Form – 2 pages of core competencies that apply to all TA application
2. a 3rd page which contains the 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 assessed 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).

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 don't 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 may be in the attachments or in the commentary. Make sure that you have indicated to the assessor where they can find relevant evidence. 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 decided what to include/exclude
- schools – what counts as a school – as well as classical, redecision, Cathexis, need to consider co-creative and developmental as possible schools and maybe relational, constructivist,
- how concepts got changed, new developments
- over the years – need a time line, 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) 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 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, Schiff and Mellor plus Levin, English,

Kahler, Hay (for Org), Clark, 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**

Select concepts … and justify 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