

International Centre for Developmental Transactional Analysis

ICDTA Professional Qualifications Handbook

***ICDTA
Wildhill, Broadoak End
Hertford WD19 4QF***

***e-mail: icdta@adinternational.com
www.icdta.net***

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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.

Introduction

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 and essays 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 an 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 Western Pacific Association for Transactional Analysis (WPATA). 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.eatanews.org or www.wpata.co.au.

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

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 and essays plus a learning log. Full descriptions of each module, including objectives, learning outcomes and assessment details, are given in Appendix 1. The learning log 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	
<i>1 Core Module</i>	
Professional Intervention	Importance of contracting, boundaries and groundrules, ethics & professional practices
<i>Plus two optional modules from 5:</i>	
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
<i>Plus a learning log</i>	Journal describing student's learning from all sources, covering increased self awareness and increased competence
Diploma in Developmental TA	
<i>1 Core Module</i>	
Process Skills	Analysing self, others, groups and organisations, interventions, transference and counter-transference, projection, models and processes of supervision, parallel process
<i>Plus three optional modules from 7</i>	
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
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
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

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 WPATA 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 audiotapes, 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

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.
- essays/case studies – these are defined for specific modules (and for CTA) and students have a choice of topics.
- portfolios/oral exam – these are collations of evidence including tape 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 Assumes Certificate completed	CTA (total requirements)	General comments re Cert & Diploma
Overall hours	250	250	2000 (1025 hrs TA)	'hours' will be defined as per EATA custom and practice.
training hours (with P/TSTA)	75 hours	75	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	150 of which 75 must be TA-based; 40 must be with sponsor	in group or one-to-one; includes tutorials no option to count hours when others get supervision
application hours	100	100	750 (500 TA)	mainly client contact time
additional prof devp hours	65 as agreed with sponsor	65 as agreed with sponsor	500 agreed with sponsor	can be whatever sponsor agrees is relevant – trainers will manage re consistency
Essays/ case study	1 essay 4000 or 2 essays of 2000 words (submitted at same time)	1 essay 4000 or 2 essays of 2000 words (submitted at same time)	24000 words case study	marked by ICDTA trainers (not sponsor)
Portfolios/ oral exam	3 portfolios with tapes (1 per mod) plus a reflective learning log	4 portfolios with tapes (1 per mod)	need tapes to play at oral exam	marked by ICDTA trainers (not sponsor)
101 Certificate	<i>Note that attendance at 101 Introductory Course is a requirement but that the hours for this are not credited towards any qualifications</i>			

Assignments Summary

At Certificate level, students will produce portfolios of evidence of competence for one of the core module and for two of the 5 optional modules. The fourth portfolio for this level will comprise a learning log. Students will also produce one essay of 4000 words or two of 2000 words (submitted at the same time) related to modules for which they have not submitted portfolios.

At Diploma level, 4 portfolios are required - the core module plus a choice of three from 7 optional modules. As with the Certificate, students will also produce one essay of 4000 words or two of 2000 words (submitted at the same time) related to modules for which they have not submitted portfolios.

Detailed information on the focus of essays and portfolios is given in Appendix 1; Table 3 contains an overview.

Table 3 : Summary of Assignments per Module

Module	Essay	Project
Certificate		
Professional Intervention	Intervention, within org/inst, how contract, ethics and prof practice	Setting up intervention, analyse contract process
Core Themes in TA	TA schools, over the years, fields of appl, how you would use it, which concepts and why	Explore 3 TA concepts applied to self
Individual Development	Review TA theories, how use, link to nature/nurture	Intervention re devp/growth of indiv, diagnosis, analyse process, prognosis
Interactions & Relationships	Review TA theories, how use, ego state models over years, which ego state model for you and why	Intervention re relationship or conflict resolution, analyse transactions
Group processes	Review TA theory group imagoes etc, group processes, stages of teams, how use, pitfalls and how overcome	Intervention with group or team, analyse process before, during, after, draw group imagoes for self and them
Organisations & Institutions	Review TA theory, how analyse org and stimulate change, how use plus pitfalls and overcome	Intervention with org (or dept), analyse org before, during, after, Berne's diagrams
Diploma		
Process Skills	Review lit on process skills & supervision, critical comparison TA and non-TA, combine for CPD process, caveats and how intro to other person	3 20-min recordings of supervision sessions, key segment transcripts, analysis of supervision process, show increasing skills over time
Organisational Contexts	Theories over last decade, understand from TA perspective, critique all, how use plus caveats	Conduct org intervention, TA analysis before, during and after, detail overall and session contract, outcomes
Educational Contexts	Theories over last decade, understand from TA perspective, critique all, how use plus caveats	Conduct educ intervention, TA analysis before, during and after, detail overall and session contract, outcomes
Counselling Contexts	Theories over last decade, understand from TA perspective, critique all, how use plus caveats	Conduct counselling intervention, TA analysis before, during and after, detail overall and session contract, outcomes
Consulting, Counselling & Facilitating	Describe intervention, client, org if approp, process to identify issues, outcomes, TA to use, rationale for choice of approach and theoretical evaluation of effectiveness	30 min recording, analyse 2 5 min segments to demonstrate impact, contract and broader context of intervention
Learning, Teaching & Training	Describe intervention, client, org if approp, process to identify issues, outcomes, TA to use, rationale for choice of approach and theoretical evaluation of effectiveness	30 min recording, analyse 2 5 min segments to demonstrate impact, contract and broader context of intervention
Work Skills	Select work skill, review lit incl TA, critique all, describe intervention, client & org, process to identify issues, outcomes, TA to use	30 min recording, analyse 2 5 min segments to demonstrate impact, contract and broader context of intervention
Research	Review current thinking, critique 3 TA studies, what use self and why, how prep research proposal	Conduct research study, using own or other's instruments, critique instruments, TA analysis of research process

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). Students may also 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 Log

The Learning Log 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 log in whatever way works best for them.

The log 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 log 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 log

Portfolios

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. This will comprise:

- 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, tape recordings and analysed transcripts
- 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
 - tape recordings of work done with clients, together with transcripts of selected segments accompanied by analysis using specified TA concepts (ego states, drivers, etc)

Examples of portfolios (these are not the only options) – 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.

Essays

At **Certificate** level, students must:

- demonstrate their ability to handle advanced critical, methodological and theoretical models
- show evidence of developing their capacity for independent and critical thought

This will be evidenced through one 4000 word essay or two 2000 word essays (submitted at the same time) that demonstrates:

- their ability to take specified TA concepts and describe these clearly and cogently
- with appropriate literature referencing to demonstrate the development of the concepts over time
- plus an explanation of how the concept can be applied in practice
- and a critique of the ways in which the concepts might be misunderstood, misused or misapplied

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

The assessment process for this will comprise one 4000 word essay or two 2000 word essays (submitted at the same time) that:

- demonstrates their ability to choose between different TA concepts and select the most appropriate for a specific purpose
- with appropriate consideration and evaluation of the relative merits/demerits of TA and non-TA models
- and a clear critique showing the rationale for the choice of TA concept(s) in this case
- plus a detailed exposition of the factors to be taken into account to ensure professionalism and effectiveness when applying the selected concept(s)

At **CTA** level, 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 this level 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 – see page 3 for details.

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	essay to demonstrate theoretical understanding, ability to critique, etc	portfolios to demonstrate competent application
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.

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. 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.

Table 4 : Potential RPL Credits

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.

	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				

Admissions Process

Students who are accepted by a sponsor will sign a contract that outlines the commitments made by the student, the sponsor and the ICDTA (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 after they have already attended TA training and supervision sessions. Prior attendances can therefore be included within the contract. Where appropriate, and subject to agreement with the sponsor, a student who has already completed sufficient hours may sign up for both Certificate and Diploma at the same time. Note, however, that, because the Diploma requirements include the possession of the Certificate, the Diploma will not be awarded until the Certificate requirements have been met in full.

Students who elect to undertake the international TA qualification process will be invited to sign an additional contract for this at a later time.

Fees

The current fee payable to ICDTA is £205 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 essays and portfolios to be assessed, recording results and notifying students and sponsors, collecting feedback sheets and arranging meetings.
- the assessing of 5 items – learning log, 3 portfolios and essay(s) for Certificate; 4 portfolios and essay(s) 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.

Quality Assurance

General QA Processes

Training & Supervision

EATA/ITAA/WPATA 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	
<p>To provide students with a thorough overview of TA concepts relating to intervening professionally, with plenty of practical examples, in order to:</p> <ul style="list-style-type: none"> • ensure they understand and accept the philosophical basis of TA • emphasise the need to establish a clear contract before undertaking any application of TA with a client or client organisation • alert them to the importance of considering and maintaining a balance between all clients in multi-party work • equip them to analyse the different levels at which contracts exist, with particular attention to the underlying psychological dynamics • emphasise the need to know and follow the relevant codes of ethics and professional practices • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the:</p> <ul style="list-style-type: none"> • range of TA concepts relating to contracting and boundaries • psychological distance and other levels of contracting • ethical and professional practice guidelines within UK and internationally, for TA and other professional approaches • significance of multi-party contracting within the counselling, educational and organisational fields <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • contract ethically, effectively and appropriately when using TA with clients and/or client organisations • maintain professionalism at all times during and after any intervention • analyse processes of contracting, including underlying psychological levels 	
Assessment Details	
<p>Essay</p> <p>Describe a forthcoming or existing intervention, set within an organisational or institutional context, in terms of professional considerations and the process of contracting. Include an account of the ethical and professional practice implications and how these were or should be dealt with.</p> <p>Project</p> <p>Produce a portfolio containing correspondence, file notes etc that clearly document the setting up of an intervention. Annotate this to show your theoretical analysis of the contracting process. You may also use tape recordings of your interaction with a client for this; in this case provide a written analysis that can be referred to whilst the tape is being listened to.</p>	

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: <ul style="list-style-type: none"> • stimulate their interest and enthusiasm • teach them the wide range of TA concepts and the links between them • provide them with a wide range of choices for using TA professionally • emphasise the need for ethical and professional practices • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the:</p> <ul style="list-style-type: none"> • full range of TA concepts and how they inter-relate • history and development of TA • key contributors and the schools of TA • philosophy of TA and how this impacts upon practice • differences and boundaries between different fields of TA application (organisational, educational, counselling and psychotherapy) <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • select appropriate TA concepts for specific interventions and justify their choices • use TA to assess their own behaviour and implement appropriate changes • discuss TA critically with professional colleagues • use TA concepts to analyse their own behaviour and that of others 	
Assessment Details	
<p>Essay</p> <p>Identify the significant contributions made by the various schools of TA, describing any significant changes to theory or application that have occurred over the years. Indicate how these contributions fit the various fields of application of TA. Describe how you see TA being of use to you, personally and professionally, indicating which concepts you would be most or least likely to apply and giving reasons for your choices.</p> <p>Project</p> <p>Explore the significance of 3 TA concepts to you, personally and professionally, through a process of analysing your own behaviour or psychological patterns. You may use written materials such as questionnaires or structured techniques, or you may make and analyse tape recordings for this.</p>	

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 lifescrpts, and the significance of internal psychological processes – optional module intended to equip students with sufficient theoretical knowledge and process skills for working with individuals to bring about personal and professional change and growth.	
Aims and Objectives	
<p>To provide students with a thorough overview of TA concepts relating to the ways in which children and adults develop and change, with plenty of practical examples, in order to:</p> <ul style="list-style-type: none"> • deepen their understanding of specific TA concepts • enable them to select appropriate TA concepts to match client needs • demonstrate how to apply the concepts, or groups of concepts, effectively and professionally • stimulate them to consider how the TA approach to nature/nurture has changed over the years • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the range of TA concepts that illuminate the processes of individual development, including:</p> <ul style="list-style-type: none"> • structural analysis of ego states, psychic organs and id, ego, 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 <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • analyse their own developmental history and current developmental 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 	
Assessment Details	
<p>Essay</p> <p>Review the TA theories relating to individual development and describe how you might use these within professional interventions. Explain how the TA concepts relate to the nature/nurture argument, and how you would ensure that your interventions took this into account.</p> <p>Project</p> <p>Produce a portfolio containing correspondence, file notes etc that clearly document an intervention concerned with the development and growth of an individual (who may be a member of a client group). Annotate this to show your diagnosis of the individual, your theoretical analysis of the process during the intervention, and your prognosis. You may also use tape recordings of your interaction with a client for this; in this case provide a written analysis that can be referred to whilst the tape is being listened to.</p>	

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	
<p>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:</p> <ul style="list-style-type: none"> • deepen their understanding of specific TA concepts • enable them to select appropriate TA concepts to match client needs • demonstrate how to apply the concepts, or groups of concepts, effectively and professionally • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models • encourage them to review the various ego state models within TA and how the choice of model influences the analysis of interactions 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the range of TA concepts relating to interactions and relationships, including:</p> <ul style="list-style-type: none"> • functional analysis of ego states • transactional analysis proper, including complementary, crossed and ulterior transactions and Berne's rules of communication • time structuring and how relationships form • psychological games and how relationships fail <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • analyse their own interactions and relationships using a range of TA concepts • identify and initiate changes in their own behaviour in order to improve their relationships with others • apply TA concepts appropriately and professionally with 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 	
Assessment Details	
<p>Essay</p> <p>Review the TA theories relating to interactions and one-to-one relationships and describe how you might use these within professional interventions. Pay particular attention to the various models of ego states that have been developed over the years; select the one most suitable for your professional use and provide the rationale for your choice.</p> <p>Project</p> <p>Produce a portfolio containing correspondence, file notes etc that clearly document an intervention concerned with developing a relationship or resolving a conflict between two individuals (you may be working with one or both of the individuals concerned). Annotate this to show your analysis of the transactions in question, the nature of your intervention, and the outcome. You may also use tape recordings of your intervention for this; in this case provide a written analysis that can be referred to whilst the tape is being listened to.</p>	

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	
<p>To provide students with a thorough overview of TA concepts relating to group functioning, with plenty of practical examples, in order to:</p> <ul style="list-style-type: none"> • deepen their understanding of specific TA concepts • enable them to select appropriate TA concepts to match client needs • demonstrate how to apply the concepts, or groups of concepts, effectively and professionally • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models • encourage them to explore the nature of group imagoes and how these illuminate group processes, team formation and leadership/followership 	
<p>Learning Outcomes</p> <p>Cognitive outcomes for students will include the ability to:</p> <ul style="list-style-type: none"> • clearly describe and critique the TA concept of group imagoes • clearly describe and critique TA-based ideas on leadership/followership in groups • relate other TA concepts to group processes, such as psychological games, time structuring and group stroking patterns <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • analyse their own group imagoes, in a variety of groups and across the stages of group development • identify and initiate changes in their own behaviour within groups in order to improve group functioning • apply TA concepts appropriately and professionally with clients (individuals, 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 	
Assessment Details	
<p>Essay</p> <p>Review the TA theory concerning group imagoes and related concepts, showing how these can illuminate group processes and stages of team formation. Describe how you might use these models within professional interventions, including details of potential pitfalls and how you would overcome them.</p> <p>Project</p> <p>Produce a portfolio containing correspondence, file notes, etc that clearly document an intervention with a group or team. Annotate this to show your analysis of the group processes before, during and after your intervention, including group imagoes drawn from your own perspective and those of group members. You may also use tape recordings of your intervention with a group or team; in this case provide a written analysis that can be referred to whilst the tape is being listened to.</p>	

Certificate	Organisations and Institutions
Description and Rationale	
Focus on aspects of TA which describe and explain how organisations/institutions function, models for analysing organisational structures, processes and cultures, the impact of organisations on individuals, typical organisational issues and how these affect employees, customers, consumers, patients, pupils, etc – optional module intended to equip students with sufficient theoretical knowledge and process skills for working with organisations/institutions to help all involved to better understand the dynamics and to create healthy organisational cultures.	
Aims and Objectives	
To provide students with a thorough overview of TA concepts relating to the analysis of organisations and institutions, with plenty of practical examples, in order to: <ul style="list-style-type: none"> • deepen their understanding of specific TA concepts • enable them to select appropriate TA concepts to match client needs • demonstrate how to apply the concepts, or groups of concepts, effectively and professionally • equip them to discuss TA critically with other professionals • encourage them to pay attention to pitfalls as well as benefits of TA models • equip them with a working knowledge of TA models that will enable them to contribute to the creation of healthy organisational dynamics 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the range of TA concepts relating to organisations, including:</p> <ul style="list-style-type: none"> • Berne's diagrams of organisations • Hay's metaphor of an organisation • Roberts' Hierarchy of Functionality • Psychological games in organisations • Organisational stroking patterns <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • analyse organisations/institutions using a variety of TA concepts • identify the impact on individuals of organisational structures, processes and cultures • apply TA concepts appropriately and professionally to help others analyse organisations and identify options for change • apply TA concepts to specific issues such as organisational change, organisational development, customer care, patient care, classroom effectiveness, leadership and management, corporate culture 	
Assessment Details	
<p>Essay</p> <p>Review the TA theory concerning organisations and related concepts, showing how these can be used to analyse an organisation and stimulate ideas for change. Describe how you might use these models within professional interventions, including details of potential pitfalls and how you would overcome them.</p> <p>Project</p> <p>Produce a portfolio containing correspondence, file notes, etc that clearly document an intervention with an organisation (or entire department or division). Annotate this to show your analysis of the organisation before, during and after your intervention, including the use of Berne's organisational diagrams. You may also use tape recordings of your intervention with a management group or human resources professional(s); in this case provide a written analysis that can be referred to whilst the tape is being listened to.</p>	

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: <ul style="list-style-type: none"> • they can analyse others accurately and without distortions due to their own issues • they are comfortable with self analysis and disclosure and can discuss their own behaviour without shame or embarrassment • they make maximum use of supervision • they are committed to ongoing professional development as transactional analysts 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to compare, contract and critique:</p> <ul style="list-style-type: none"> • the literature on process skills and supervision processes generally • TA and other concepts for exploring the social level interactions and underlying psychological processes that occur within and between individuals, within groups, teams, classrooms, etc, and within organisations and institutions • models of supervision and types of interventions <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • prepare segments of their own cases for supervision (e.g. identify selected segments, prepare transcripts, analyse before presenting) • 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 	
Assessment Details	
<p>Essay Review the literature on process skills and supervision and provide a critical comparison of TA and non-TA approaches. Indicate how you would combine various TA and non TA concepts to produce a method for analysing the processes operating within and between individuals, particularly with reference to continuing professional development. Describe how you would apply such a method, mentioning any caveats and explaining how you would introduce such an approach to someone with no previous exposure to this form of supervision.</p> <p>Project Produce a portfolio consisting of three 20-minute tape recordings of separate supervision sessions that you have undertaken with the programme tutor(s). Choose your tape recordings to show the increase in your process skills over time. Provide transcripts of key segments of the sessions, annotated to show your analysis of the process, the impact of each session and your increasing process skills.</p>	

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	
<p>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:</p> <ul style="list-style-type: none"> • equip them to compare and contrast the various approaches, with particular reference to effectiveness and appropriateness • enable them to engage in critical discussions with other professionals working in the same contexts • develop their ability to combine TA with other approaches for added potency • establish an ongoing attitude of curiosity and learning related to emerging paradigms in the field of application 	
Learning Outcomes	
<p>Cognitive outcomes for students will include:</p> <ul style="list-style-type: none"> • up-to-date knowledge of a range of non-TA approaches currently being applied 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 <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • 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 	
Assessment Details	
<p>Essay</p> <p>Review the major theories of organisational functioning that have been in use over the last decade and show how these can be understood from a TA perspective. Provide a critique that demonstrates the strengths and weaknesses of the various theories, including the TA concepts as applied to organisations. Describe how you will (or do) use TA organisational concepts in your professional work, mentioning any caveats you apply.</p> <p>Project</p> <p>Produce a portfolio containing documentation relating to an organisational intervention, clearly demonstrating your application of TA organisational concepts. Annotate as necessary to show your theoretical analysis before, during and after the event. Include supporting documentation that indicates your overall contract with the organisation, the contract for this specific intervention, and the outcomes. You may include tapes and/or transcripts in order to illustrate aspects of your intervention.</p>	

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	
<p>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:</p> <ul style="list-style-type: none"> • equip them to compare and contrast the various approaches, with particular reference to effectiveness and appropriateness • enable them to engage in critical discussions with other professionals working in the same contexts • develop their ability to combine TA with other approaches for added potency • establish an ongoing attitude of curiosity and learning related to emerging paradigms in the field of application 	
Learning Outcomes	
<p>Cognitive outcomes for students will include:</p> <ul style="list-style-type: none"> • up-to-date knowledge of a range of non-TA approaches currently being applied 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 <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • 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 	
Assessment Details	
<p>Essay</p> <p>Review the major theories of education that have been in use over the last decade and show how these can be understood from a TA perspective. Provide a critique that demonstrates the strengths and weaknesses of the various theories, including the TA concepts as applied to education. Describe how you will (or do) use TA educational concepts in your professional work, mentioning any caveats you apply.</p> <p>Project</p> <p>Produce a portfolio containing documentation relating to an educational intervention, clearly demonstrating your application of TA concepts. Annotate as necessary to show your theoretical analysis before, during and after the event. Include supporting documentation that indicates your overall contract with the institution and/or directly with participants, the contract for this specific intervention, and the outcomes. You may include tapes and/or transcripts in order to illustrate aspects of your intervention.</p>	

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: <ul style="list-style-type: none"> • equip them to compare and contrast the various approaches, with particular reference to effectiveness and appropriateness • enable them to engage in critical discussions with other professionals working in the same contexts • develop their ability to combine TA with other approaches for added potency • establish an ongoing attitude of curiosity and learning related to emerging paradigms in the field of application 	
Learning Outcomes	
<p>Cognitive outcomes for students will include:</p> <ul style="list-style-type: none"> • up-to-date knowledge of a range of non-TA approaches currently being applied within the 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 <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • 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 	
Assessment Details	
<p>Essay</p> <p>Review the major theories of counselling practice that have been in use over the last decade and show how these can be understood from a TA perspective. Provide a critique that demonstrates the strengths and weaknesses of the various theories, including the TA concepts. Describe how you will (or do) use TA concepts in your professional counselling work, mentioning any caveats you apply.</p> <p>Project</p> <p>Produce a portfolio containing documentation relating to a counselling intervention, clearly demonstrating your application of TA concepts. Annotate as necessary to show your theoretical analysis before, during and after the event. Include supporting documentation that indicates your overall contract with the client, the contract for this specific intervention, and the outcomes. You may include tapes and/or transcripts in order to illustrate aspects of your intervention.</p>	

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: <ul style="list-style-type: none"> • 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	
<p>Cognitive outcomes for students will include:</p> <ul style="list-style-type: none"> • up-to-date knowledge of a range of non-TA approaches 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 <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • 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 	
Assessment Details	
<p>Essay</p> <p>Describe a significant TA based consulting, counselling or facilitating intervention that you have conducted, including a detailed account of client/student characteristics, any organisational/institutional aspects, and the process used to identify the issues or problems, required outcomes and appropriate TA content. Explain the rationale for your choice of consulting, counselling or facilitation as an approach and provide a theoretical evaluation of the subsequent effectiveness of your intervention.</p> <p>Project</p> <p>Provide a tape recording of at least 30 minutes of a consulting or counselling intervention or a facilitation that you have conducted, together with analysed transcripts of 2 passages, lasting up to 5 minutes each, chosen to demonstrate the impact of your intervention on the client(s). Include supporting documentation indicating the contract for the intervention and how it fits into the broader context of your work with this client, group and/or organisation/institution.</p>	

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: <ul style="list-style-type: none"> • 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	
<p>Cognitive outcomes for students will include:</p> <ul style="list-style-type: none"> • up-to-date knowledge of a range of non-TA approaches 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: <ul style="list-style-type: none"> • 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 	
Assessment Details	
<p>Essay</p> <p>Describe a significant TA based learning intervention that you have conducted, including a detailed account of client/student characteristics, any organisational/institutional aspects, and the process used to identify the learning needs, required outcomes and appropriate TA content. Explain the rationale for your choice of teaching/learning methods and approaches and provide a theoretical evaluation of the subsequent effectiveness of your intervention.</p> <p>Project</p> <p>Provide a tape recording of at least 30 minutes of a learning intervention that you have conducted, together with analysed transcripts of 2 passages, lasting up to 5 minutes each, chosen to demonstrate the impact of your intervention on the learner(s). Include supporting documentation indicating the contract for the intervention and how it fits into the broader context of your work with this client or client organisation/institution.</p>	

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: <ul style="list-style-type: none"> • 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	
<p>Cognitive outcomes for students will include:</p> <ul style="list-style-type: none"> • up-to-date knowledge of a range of non-TA approaches currently being applied 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 <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • 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 	
Assessment Details	
<p>Essay</p> <p>Select a work skill (such as creativity, leadership, customer care, etc) and review the current approaches and research findings, including those from a TA perspective. Provide a critique that demonstrates the strengths and weaknesses of each approach, including the TA concepts. Describe how you have undertaken an intervention related to this work skill, including a detailed account of client/student characteristics, any organisational/institutional aspects, and the process used to identify the issues or problems, required outcomes and appropriate TA content.</p> <p>Project</p> <p>Provide a tape recording of at least 30 minutes of a work skills intervention that you have conducted, together with analysed transcripts of 2 passages, lasting up to 5 minutes each, chosen to demonstrate the impact of your intervention on the client(s). Include supporting documentation indicating the contract for the intervention and how it fits into the broader context of your work with this client, group and/or organisation/institution.</p>	

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: <ul style="list-style-type: none"> • encourage them to take a critical view of research studies • stimulate them to design and conduct their own (limited) research studies • prepare them for designing and undertaking a masters level dissertation 	
Learning Outcomes	
<p>Cognitive outcomes for students will include the ability to compare, contrast and critique:</p> <ul style="list-style-type: none"> • various research methods, including naturalistic and co-operative enquiry, heuristic and phenomenological research, new paradigm and qualitative research • existing TA research, including methods used, results obtained, and research instruments available <p>Skill outcomes for students will include being able to:</p> <ul style="list-style-type: none"> • put together a research proposal • explain the rationale for research design • design their own research instruments and critique them • use research instruments accurately and professionally • write critical reviews of existing research studies 	
Assessment Details	
<p>Essay</p> <p>Review the current thinking about research into human or organisational functioning and use this to critique three research studies into the application of TA that have been completed by others. Indicate which research methods might best be applied to your professional activities, giving the reasons for your choices and describing the factors you would take into account in devising a research proposal.</p> <p>Project</p> <p>Produce a portfolio containing documentation, questionnaires, survey results, analyses, etc relating to a research study into TA application that you have conducted using research instruments designed by others. Annotate to indicate the source of the instruments and provide a critique of their suitability for the task. Include annotations to indicate your TA analysis of the research process before, during and after the event.</p> <p>OR</p> <p>Produce a portfolio containing documentation, questionnaires, survey results, analyses, etc relating to a research study into TA application that you have conducted using research instruments that you have designed. Annotate to show clearly the stages of design, piloting, application and any subsequent enhancement of the instruments. Include annotations to indicate your TA analysis of the research process before, during and after the event.</p>	

Appendix 3 : Contract for DTAPQ

CONTRACT PROCEDURE

Contracts should be filled out completely. Type or write clearly please. There are two pages.

Send three copies to ICDTA, Wildhill, Broadoak End, Hertford, SG14 2JA, UK.

Send a UK cheque for £205 (or other agreed amount) or make a bank payment, quoting your name, to

Bank of Scotland Sort Code: 12 24 82 Account No. 06139973

Account Name: ICDTA/PIL

For payments from outside the UK, the relevant details are

SWIFTBIC: BOFSGBS1BBB IBAN: GB36 BOFS 1224 8206 1399 73

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

The student will be sent a receipt for the payment.

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)

COMMITMENT OF THE STUDENT

1. I am a member of ICDTA 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.
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	
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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 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 DTAPQ's...

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:
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Appendix 4 : Examples of assessment forms and marking guide

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

<p>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?</p>		
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Core competencies	Assessor Comments	##Rating
<p>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</p>		
<p>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</p>		
<p>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 <i>see also Learning Outcomes for this module –attached as page 3 of this assessment</i></p>		

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

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
<p>Cognitive outcomes for students will include the ability to clearly describe and critique the:</p> <p>range of TA concepts relating to contracting and boundaries</p> <p>psychological distance and other levels of contracting</p> <p>ethical and professional practice guidelines within UK and internationally, for TA and other professional approaches</p> <p>significance of multi-party contracting within the counselling, educational and organisational fields</p> <p>Skill outcomes for students will include being able to:</p> <p>contract ethically, effectively and appropriately when using TA with clients and/or client organisations</p> <p>maintain professionalism at all times during and after any intervention</p> <p>analyse processes of contracting, including underlying psychological levels</p>		

DTAPQ :General notes re marking the essay Core Themes module

Did they 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 your choices – need the rationale for what used and what not used

Core 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: is very much about what this module is about

Relationship: how promote autonomy in choice of concepts to use professionally, refers to cycles of development, transference, PPP 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, what do they not use and why

Designing and Planning: probably not applicable in the essay for this module

Implementation: choice of concepts should involve consideration of climate for work, should be no discriminatory attitude, should have rationale for choices of concepts

Evaluation: expect that choices of concepts have evolved over time, critique their own choices, explain how they decide what works and what doesn't

Learning outcomes

Cognitive outcomes: mention at least those concepts that got EBMA, plus Berne's range including SDOG; full range and inter-relate – does not write about each concept in isolation

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), 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 perhaps constructivist, relational – and for different fields, must mention all fields although may have more on their own

Skill outcomes

Select concepts ... and justify their choices – this is what essay asks about

Use TA to assess own behaviour – essay asks how/what used personally and professionally

Discuss TA critically with professional colleagues – essay is way of doing this with the marker – important to be critical and refer to pros and cons

Use TA to analyse own behaviour and others – essay should indicate which concepts are chosen and used professionally, so marker can form a view on how successful subsequent analyses are likely to be