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10.1 Nature and purposes of the Training Endorsement Workshop.

Important

As part of PTSC's commitment to fostering inclusive and psychologically safe learning and assessment environments, we invite all those involved in training and examinations to give careful consideration to any accessibility or support needs—whether their own or those of the candidate. These needs may relate to neurodiversity, disability, mental or physical health, cultural or linguistic background, or other aspects of lived experience. To facilitate this process, the Expression of Accessibility Requirements Form (13.4.7) is available as a structured means of identifying and communicating any adjustments or support that may enhance participation and performance. This form can be completed or updated at any time and shared, as appropriate, with trainers, supervisors, examiners, or other relevant individuals. Engaging with this process actively supports equitable access to learning and assessment, and promotes dignity, respect, and understanding for all.

The Training Endorsement Workshop (TEW) is an evaluation process for learning with feedback on the readiness to open a contract and start the training as a PCTA TS or PTSTA. The TEW is not an examination, as the purpose of the evaluation process is not to grant any final or certified status.

The TEW is designed to prepare and evaluate Certified Transactional Analysts as future provisional trainers and supervisors of practitioners and it is conducted by a staff of Teaching and Supervising Transactional Analysts (TSTAs).

The TEW coordinator is a TSTA who is appointed by PTSC, is responsible for the organization of the TEW.

The TEW is a workshop structured to allow EATA to assess the teaching and supervision skills of CTAs and to ensure that the training being offered will, from the outset, be at a level consistent with EATA's training standards and ethics. For the participant, it is an opportunity to decide whether or not they want to make the commitment required to engage in the process of being trained and supervised to become a teaching and/or supervising transactional analyst



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whether that is a CTA TS or a TSTA.

To qualify as a TEW, the workshop must be arranged through and approved by PTSC or PSC of ITAA, it must be staffed by TSTAs, and follow the format outlined in the description below.

10.2 Participants

Participants are those interested in qualifying as a TA trainer and supervisor and at offering accredited TA training and supervision. In addition, they must:

1. Have passed the CoC or IBOC Certified Transactional Analyst (CTA) examination in the field of application in which they wish to initiate training.
2. Have been a CTA for at least one year in that field of application when they participate to the TEW.

10.3 Registration for the TEW

Applicants need to submit to the TEW coordinator no less than **8 months** before the TEW:

- Their completed TEW registration form (13.10.1)
- A copy of their CTA certificate.
- A copy of payment of fee.

Contact details for the TEW coordinator are found on the EATA Website.

Please Note:

- If an applicant withdraws more than six months prior to the date of the TEW the registration fee can be transferred to another TEW in Europe, or participants can also apply for a refund of the fee, in such case EATA will charge 10% of the fee for administrative costs.
- When the withdrawal is between six to two months prior to the TEW date, the transfer



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of the fee to another TEW, or a refund of the fee can only be considered by PTSC under extraordinary circumstances. Requests for such refunds must be sent to PTSC for decision. EATA will, in any case, charge 10% of the fee for administrative costs.

- If a participant withdraws less than two months before the TEW, there is no refund.

10.4 TSTA supervision and letters of recommendation

The prospective PCTA TS/PTSTA must get live supervision from at least two TSTAs on his/her/their teaching and supervision within a year of the date of the TEW.

If, in the judgment of these TSTAs, the supervisee is ready to become a PCTA TS/PTSTA, each TSTA will complete a recommendation form (13.10.2) that the prospective PCTA TS/PTSTA must include in the documentation for the TEW.

The supervising TSTAs must complete

- One form to endorse the TPO.
- One form to endorse the candidate's teaching.
- One form to endorse the candidate's supervision.

If the same TSTA is endorsing a candidate for the TPO, teaching and/or supervision their endorsements can be on one form.

In total the candidate must have one endorsement letter for the TPO, and 2 endorsement letters for teaching and 2 letters for supervision.

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10.5 Materials for the TEW

10.5.1 Training Proposal Outline

All participants must submit via email:

1. Their Training Proposal Outline (TPO) (see 10.11), **six months before** the TEW, to the TEW coordinator or to the staff member delegated by the TEW coordinator prior to the TEW.
2. A letter of recommendation for the TPO from a TSTA.
3. A completed Expression of Needs Forms (13.4.7)

The TPO will be read by a staff member (TSTA), and feedback will be given to the participant as part of the TEW process. If this TSTA has questions about the TPO submitted by the candidate or is not satisfied with it, he/she/they will get in contact with the candidate to seek answers to additional questions. He/she/they may ask the participant some further work on the TPO no later than four months before the TEW.

In this case the TSTA will receive from the TEW coordinator the email address and phone number to call the candidate.

The appointed TSTA reading the TPO will also send final feedback to the participant one week before the TEW; during the TEW a group discussion concerning the TPOs will take place. The TSTA endorsement of the TPO as presented by the candidate when applying for the TEW is valid for a period of three years.

10.5.2 Materials to submit latest 4 weeks before the TEW.

Each participant must send to the TEW coordinator two letters of recommendation for teaching and supervision from TSTAs. Both must be sent no later than four weeks before the TEW. Endorsement letters can be written by a TSTA from a different TA field than that of the

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participant.

10.5.3 Materials to bring to the TEW

Participants must prepare and take the following to the TEW:

1. One copy of their TPO, that must be signed on the first page by the TSTA who endorsed it.
2. A short English summary of their TPO which can be read by colleagues – this is only for participants whose TPO is not in English.
3. Four copies of an outline of a teaching presentation based on TA theory of the participants' own or other authors' material which would be suitable for a beginning or advanced TA training group. A ten-minute presentation selected from the outline above. Each participant will teach it to demonstrate his/her/their teaching style in the TEW and will be given feedback and supervision on it.
4. Four copies of a handout relating to the content of the ten-minute presentation which is given to the audience as didactic support. The candidate will engage the group in learning through a process that is congruent with his/her/their approach as an adult educator.
5. A supervision problem for group presentation. Participants must be prepared to supervise a fellow participant and be supervised by a fellow participant who might also be from a different field than their own.
6. A log consisting of:
 - A concise, current professional curriculum vitae.
 - Two letters of recommendation for teaching and supervision from TSTAs.
 - One letter of recommendation for the TPO from a TSTA.



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- A copy of their CTA certificate.
- A copy of the bank transfer or payment confirmation of fee according to the EATA website.

10.6 Organization of a TEW

There are generally no more than twelve participants in a TEW. This involves a staff of four TSTAs, including the TEW coordinator. If there are less than 12 participants, the staff will be reduced accordingly.

PTSC normally organizes three TEWs per year. If there is a need, PTSC may organize additional workshops. TEWs will normally be linked to the EATA conference or trainers' meeting in the relevant year.

TEWs normally last for three days. However, if there are less than eight participants, the TEW coordinator can decide to run the TEW over two and a half days.

The date of the TEW must be announced at least 12 months in advance and will be advertised on the EATA website.

The TEW will be conducted in English. PTSC does not provide translators. Participants who need translation must provide their own translators.

To allow work in small groups, PTSC requires that not more than two participants share a translator.

A participant can apply for a bursary for translation by completing form 13.10.6 after attendance the TEW. This form needs to be signed by the TEW coordinator and then sent to the PTSC member delegated for this task.

To honour and maintain the multicultural tradition of the TEW, normally no more than 40% of the participants will be accepted from any one country.



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10.7 Staffing of a TEW

Staffing of a TEW is on a volunteer basis, and TSTAs give their time and expertise as a service to future PCTA TS/PTSTAs, for the dissemination of TA and for the advancement and development of EATA as an organization TEW staff will be reimbursed for their travel, lodging and living expenses.

The TEW coordinator is responsible for the administrative work in organizing the TEW.

During the TEW, the TEW coordinator will serve primarily as a process facilitator with the staff and participants. It is the TEW coordinator's job to explain the meaning and purpose of the TEW to the staff and to the participants and to ensure that this is carried through in the evaluation process with each participant. The TEW coordinator in his/her/their role as a supervisor will support the TSTAs in their role as staff members.

The TEW coordinator also has the responsibility of making sure that all new staff members are integrated in the process of the TEW and receive all necessary feedback.

A pre-TEW staff meeting takes place one month before the TEW. In that meeting each staff member will share his/her/their plans regarding his/her/their presentation. The aim of this meeting is to coordinate the different teachings and to discuss with the TEW coordinator about any further information they may need, or questions they may have. It is also a space where the TEW coordinator can explain the difference between creating the TEW Staff Evaluation forms and giving feedback to participants for their supervision and/or teaching.

In the TEW Staff Evaluation forms the staff members are asked to give an evaluation for learning which implies a reflection about the participant's competences and learning needs on a meta-level.

10.8 The TEW program

The TEW is conducted in large and small groups with the staff facilitating active discussion and feedback among workshop participants. The workshop itself is divided into eight sections, described in outline form below:



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- Orientation.
- Training Proposal Outline.
- Teaching.
- Supervision.
- Self-Evaluation.
- Individual discussion and feedback.
- Ethics.
- EATA Organization.

In the first four sections, the TEW staff gives presentations in the large group or in small groups, followed by discussions relating to:

- Training policy and procedures, training program designs.
- Teaching methods and learning theory and practice.
- Supervision methods, philosophy and theory.
- Ethics and professional standards.
- Exam and evaluation standards.

The presentations and discussions are normally followed by small-group sessions in which participants will use prepared material to demonstrate their competence and be evaluated on their teaching, supervision, and training proposals. Throughout the process, peer and staff



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review is used to give feedback to participants on both their strengths and areas for further learning in a supportive and co-operative atmosphere.

10.9 Feedback, Requirements and Recommendations from TEW Staff

The goal of the TEW is to provide the participants with feedback about their strengths and their learning edges as supervisors and teachers, and thus individual interviews and evaluations are a key element in the process. Each participant should receive extensive feedback on areas in which they showed competencies (strengths), areas in which they need to develop skills and establish a plan for their development (learning needs).

There could be requirements, which will form the basis of the contract and training program that the participant will develop with the principal supervisor with whom he/she/they will sign the CTA TS or TSTA contract, after the TEW.

As stated above, the TEW is not an examination, and there will therefore be no pass or deferrals. However, the TEW staff may consider there are significant shortcomings in the work of a prospective PCTA TS/PTSTA. In this case, the staff will make out written requirements as indicated the TEW Final Feedback Form (13.10.4) The process of managing any requirements will be handled in consultation with the TEW coordinator.

At the end of the TEW, participants will be given a form (13.10.5) to provide feedback to both the organisation and the TSTAs. This feedback is intended to support ongoing improvement, development, and the maintenance of high standards.

The prospective PCTA TS/PTSTA and his/her/their principal supervisor and other TSTAs need to acknowledge and account for the requirements spelled out in the TEW Final Feedback form so that the participant can grow and learn in the specific areas indicated. Those need to be considered throughout the training journey of the candidate while the requirements need to be completed before signing the PCTA TS/PTSTA contract.

In some cases, a possible requirement of the TEW is to take part to another TEW. This will be done under the judgement of the TEW staff and in order to ensure the appropriate protection



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to the candidates, their prospective trainees and the whole community.

The prospective PCTA TS/PTSTA with their prospective principal supervisor and/or another TSTA will then work together to fulfil these requirements, and the principal supervisor and/or the other TSTA then confirms their completion, on the TEW Final Feedback Form prepared by the TEW staff.

When this is complete the prospective PCTA TS/PTSTA and principal supervisor can sign the EATA CTA TS or TSTA contract. The TEW Final Feedback form, including the note of confirmation added by the principal supervisor and/or another TSTA, must be attached to the EATA contract form, which will then follow the normal procedure.

10.10 CTA TS contract and TSTA Contract

The Training Endorsement Workshop is a workshop for preparation, evaluation and feedback, and is a preliminary requirement to be satisfied before initiating procedures to sign a CTA TS or a TSTA contract.

In order to work and train as a PCTA TS or PTSTA, a candidate must sign either a CTA TS contract, to be entitled to train practitioners, or a TSTA contract, to train both practitioners and trainers. Once the contract is signed it must be endorsed by EATA. The contract must be signed within one year otherwise the candidate has to do a TEW once more.

The candidate cannot practice or advertise either as a PCTA TS nor as a PTSTA until the date of EATA's endorsement of the contract.

See Section 6 for details regarding the requirements for the CTA TS and TSTA Contracts.

10.11 The Training Proposal Outline (TPO)

The TPO questions indicated below are intended to help the participant prepare for the Training Endorsement Workshop and will be used for group discussion and feedback from the staff.



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The name of the candidate should be put in the upper right-hand corner of each page.

The TPO should be no more than 23 pages, in addition to which diagrams, pictures and tables are to be included. References/bibliography are not included.

The TPO should be typed using Arial or another accessible font, in size 14, with a minimum line spacing of 1.5.

From 28 May 2026 TPOs written in English and German language have a maximum word limit of 6500 words, French and Italian language has a maximum word limit of 7150.

Other language equivalents cannot exceed the maximum word limit of 6700.

Word limits include words used in diagrams, pictures and tables and excludes the references/bibliography list.

The TPO should be typed using Arial or another accessible font, minimum font size 12, with double line spacing.

The word count has to be declared on the front page of the TPO.

If participants have any specific needs related to writing or formatting the TPO, they should contact the TEW coordinator before submitting it to the designated TSTA for evaluation.

If English is not the candidate's first language, he/she/they should check with the TEW Coordinator to see if there will be a staff member speaking his/her/their own language at this TEW and if the TPO can be written in that language. In such case the candidate must add a summary in English (2 pages) (from 29th May 2026 - 600 words).

If a translator is needed, the candidate must take responsibility for organizing for this. One copy of the TPO must be sent, by email, to the TSTA indicated by the TEW Coordinator at least **six months** before the TEW.

The staff member who evaluates the TPO can ask to the candidate to do more writing).

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He/she/they will send each participant short written individual feedback by email, one week before the TEW (see 10.5.1)

The TPO subgroups at the beginning of the TEW will be coordinated by a staff member who will guide a group discussion on topics and questions that he/she/they think are significant for future trainers. The staff member will decide the topics that he/she/they think are especially important after reading the four TPOs. The aim of the subgroup discussion is a shared reflection, on some topics that can then be expanded, and on professional experiences, to compare diverse cultural and professional perspectives. Sharing participants TPO and/or the short English summary (for those TPOs not in English) with their TEW colleagues is an option to be decided by each participant.

10.11.1 The TPO questions

A. Personal factors

- What is your motivation in becoming a PCTA TS/PTSTA?
- Describe your professional life, psychological motivation, the economic implications and your enthusiasm for transactional analysis.
- How does being a PCTA TS/PTSTA fit into your mid and long-range professional life planning?
- What are your plans for the next five or ten years?

B. Professional factors

- Write about your own experience of being a trainee. Say something about its length; intensity; the range of TA taught; its integration with other theories; supervision; self-experience; personal growth; the personal style of your trainer(s); ethical issues;

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cultural diversity; attachment and separation and your exam experience

- How will this experience influence your own outline for a curriculum?
- Describe your theoretical understanding of the teaching and learning process and say how you would apply this to the aims, content and methodology of your own training program. Include your understanding of adult learning and curriculum theory and provide references for this.

C. Curriculum and Teaching

- In what context will you start training?
- Will you train alone or in co-operation with others? If in co-operation, say with whom. Make clear what your particular contribution will be. Who will participate in your training program?
- How will you select participants and what will your selection procedures be?
- What will your criteria be for taking a trainee into contractual training?
- Provide an overview of the curriculum and subjects you think should be taught in a complete training program, leading to trainees becoming transactional analysts.
- Give a detailed time structure for the training program, including the organization of the training days / seminars, special workshops, therapy marathons, supervision units, etc.
- Describe the methods you will use for teaching TA, including comments on your general and specific theory and practice. Say how you will lead experiential learning and encourage personal growth
- How will you evaluate the level of your trainees at different stages of training? Include your ideas on basic competence; entering in examination group; preparation for examination.



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- How will you make sure that your methods fit the educational level of your trainees and how will you take into account the training stages of development of your trainees?

D. Exams

- Describe your ideas about evaluation and about guiding your candidates through to the exam.
- Give examples of a good examination experience and describe what you would change in the exam process and what you could do to prepare yourself for being a good examiner.

E. Supervision

- Demonstrate your theoretical understanding of supervision and describe your ideas and method of doing supervision

F. Therapy

- Describe your ideas about the role of personal therapy within the training program. You might include comments on criteria and requirements for personal growth; the advantages and disadvantages of multiple personal relationships; possible ethical problems arising from the above.

G. Research

- Outline your ideas about the relationship between research and TA theory and practice. What TA research has had most significance for you, and how will you integrate research into your training program?

H. Fields of TA Practice



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- How will you ensure that the four separate fields of TA practice are accounted for in your training and teaching?

10.12 Documentation

TEW Registration Form (13.10.1)

Endorsement letter for TEW (13.10.2)

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