



## **Section 12 The TSTA Examination**

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### **12.1 Introduction**

#### **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 candidate attends a Training Endorsement Workshop (TEW). Whenever no requirements are in place, he/she/they can sign a TSTA training contract. This will be endorsed by EATA. Then further training towards the TSTA exams starts. In the meanwhile, the trainee is called a Provisional Teaching and Supervising Transactional Analyst (PTSTA).

During the training period the PTSTA can teach and supervise, under the supervision of a certified TSTA. At the end of the training period the PTSTA takes an oral examination.

The PTSTA is invited to demonstrate his/her/their competence in the areas of theory, ethics, teaching and supervision within the context of TA's organisational structure. In all cases the requirements apply to the field of application in which the candidate has already qualified and in which he/she/they seek TSTA status.

Some candidates may wish to qualify only in Teaching (TTA) or Supervising (STA) and may have contracted with someone who is a Supervisor or Teacher but not both. To avoid unnecessary duplication of terms, in this section PTSTA is taken to include Provisional TTA



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and Provisional STA and TSTA is taken to include the status of TTA and STA where appropriate.

### **12.2 Eligibility for Examination as a TTA, STA or TSTA**

#### **12.2.1 Introduction**

All candidates must:

- Have a current Training Contract with EATA or ITAA. In case the contract is with a principal supervisor who is a TTA or an STA the PTSTA candidate must have as co-principal supervisor a TSTA.
- Have satisfactorily completed a Training Endorsement Workshop, approved by EATA PTSC or ITAA PSC.
- Have at least 30% of the required professional training hours in TA (30% of 300=90) in the field he/she/they want to be examined (See 12.2.2)
- Have taught a supervised TA 101 Course with "live" in physical presence supervision given by a TTA or TSTA. The supervision of this 101 will be counted for 5 supervision hours of the requirement. PTSC recommends that the first 101 taught as a PTSTA is done within the first three years of contract.
- Have examined, or been an observer, at least five times on three different examination occasions during the period of their training contract. Candidates may count up to three 'special exams' (e.g. those regulated by special agreements in Austria, Italy, and the UK) as part of the five required for TSTA training contracts. Volunteering does not contribute towards this requirement.
- Have evaluated at least one CTA Written Exam.



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- Submit three letters of endorsement which must cover candidate's teaching and candidate's supervision.
  - One must be from the current principal supervisor.
  - Two must be from other TSTAs who have supervised the candidate's work.
- Have attended at least one Written Exam Workshop for evaluators (WEW) of CTA exams.
- The candidate's principal supervisor must have examined at least five times on three separate occasions during the last seven years, at least 2 of which must have been in the TSTA examinations. It is a recommendation that they have also attended a written exam workshop for evaluators (WEW).

### **12.2.2 Eligibility for examination as a Teaching Transactional Analyst (TTA)**

To be eligible for examination as a TTA, the candidate must fulfil the criteria set out in 12.2.1. The letters of endorsement must cover his/her/their teaching. In addition, the requirements for the candidate are to have completed:

- 300 hours of experience teaching TA, within which must be included 50 hours of teaching which has been supervised by a TSTA who is a member of EATA or ITAA, of which 20 hours must be "live" supervision\*; a minimum of 90 hours must be in the chosen field of the candidate.
- Completed 100 hours of continuing professional education/development.
- Given at least 12 hours of presentations at conferences and professional meetings, 6 of which must be at national or international meetings.



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### **12.2.3 Eligibility for examination as a Supervising Transactional Analyst (STA)**

To be eligible for examination as a STA, the candidate must fulfil the criteria set out in 12.2.1. The letters of endorsement must cover his/her/their supervision. In addition, the candidate must have completed:

- 500 hours of experience supervising TA in individual or group supervision, which must include a minimum of 40 hours of supervision each for at least two supervisees.
- 45 hours of supervision which have been supervised by a TSTA who is a member of EATA or ITAA, at least half of which must be “live.” \*
- Completed 100 hours of professional education/development.

\*In cases (for example geographical isolation) where arranging live supervision is difficult, it is acceptable that a proportion of this may be carried out by a supervisor from a different field, or via recordings, or online. The proportion of hours of recorded/on-line to face to face supervision is the decision to be taken with the principal supervisor, in all cases online or recorded supervision it is recommended not to exceed 50% of the total amount of supervision hours required.

All supervisors, trainers and candidates have the responsibility to ensure national guidelines are followed for supervision and training.

### **12.2.4 Eligibility for examination as a Teaching and Supervising Transactional Analyst (TSTA)**

To be eligible for examination as a TSTA, the candidate must fulfil the criteria set out in 12.2.1, 12.2.2 and 12.2.3. His/her/their letters of endorsement must cover both supervision and teaching. Although each letter does not have to include endorsement of both, both areas of expertise must be endorsed.

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To be eligible for examination as a TSTA a candidate may also have been certified as a CTA TS, and in that specific case all the training hours completed during the training as CTA TS are counted towards the total amount of required hours towards the TSTA certification (see section 11 CTA-TS).

### 12.2.5 A SUMMARY TABLE OF REQUIREMENTS FOR TTA, STA TSTA

Requirements for the Exam	TSTA	TTA	STA
Letters of endorsement must cover	Teaching and Supervision	Teaching	Supervision
Completed hours of continuing professional education/ development.	100	100	100
Experience in teaching TA	300 hours, including: 1. 50 hours of teaching which has been supervised by a TSTA who is a member of EATA or ITAA of which 20 hours must be "live" in physical presence* supervision. 2. A minimum of 30% e.g. 90 hours must be in the candidate's chosen field.	300 hours, including: 1. 50 hours of teaching which has been supervised by a TSTA who is a member of EATA or ITAA of which 20 hours must be "live" in physical presence* supervision. 2. A minimum of 30% e.g. 90 hours, must be in the candidate's chosen field.	Not Applicable



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<b>Experience in TA Supervising</b>	<p>500 hours supervising TA in individual or group supervision, which must include</p> <ul style="list-style-type: none"> <li>• a minimum of 40 hours of supervision each for at least two supervisees</li> <li>• 45 hours of supervision which have been supervised by a TSTA who is a member of EATA or ITAA at least half of which must be “live” in presence* and 30% of which (13.5 hours) must be in the candidate’s chosen field.</li> </ul>	Not Applicable	<p>500 hours supervising TA in individual or group supervision, which must include</p> <ul style="list-style-type: none"> <li>• a minimum of 40 hours of supervision each for at least two supervisees</li> <li>• 45 hours of supervision which have been supervised by a TSTA who is a member of EATA or ITAA at least half of which must be “live” in presence* and 30% of which (13.5 hours) must be in the candidate’s chosen field.</li> </ul>
<b>Experience in TA presentations</b>	<p>Given at least 12 hours of presentations at conferences and professional meetings, 6 of which must be at national or international meetings.</p>	<p>Given at least 12 hours of presentations at conferences and professional meetings, 6 of which must be at national or international meetings.</p>	Not Applicable

\* see 12.2.3 above

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### **12.2.A ONLINE TSTA EXAMS**

Online exams follow the procedures of onsite exams, with appropriate adjustments made for the different formats as outlined below. Under each subheading of Chapter 12, where appropriate candidates can find instructions on how to proceed with an online exam.

#### **12.2.A.1 General and technical requirements for taking an online exam are:**

- All to ensure they have a quiet and undisturbed room where examiners need to be able to see the room.
- All to ensure they have a secure and stable internet connection, with camera and microphone functioning. It is important for everyone to familiarize themselves with the technology and get any support they needed ahead of time.
- Good lighting is essential so that people can be seen clearly.
- Zoom will be the platform used for online exams. Gallery view is advised.
- All to ensure that the candidate and all examiners are clearly visible, and the sound must be clear so everyone can easily understand what is being said.
- Muting of the board members can be used while observing the live teaching and supervision to promote the best audio experience.
- Private chats are not allowed during the exam.
- In the online exam any technical problem that cannot be solved within 10 minutes will result in a no-exam and the exam can be taken again at a later date at no further cost.
- CoC will provide one person headquarters for technical support who can be called in the exam room if needed. This person will not be present in the exam itself.



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- Disturbances in the physical rooms of any people involved in the exam process, lasting for more than 10 minutes have the same effect (e.g. an uninvolved person entering the room).
- It is important for candidates to be familiar with the zoom technology in good time before the exam.
- Candidates are required to be available and able to upload all documents, usually brought to the live exam in paper, into a cloud folder previously assigned by the OES.
- If an exam is observed, the observer is recommended to introduce him/her/themself to the board of examiners and the candidate. The observer is not part of the board and must be clearly identifiable as such. After introductions, the observer turns his/her/their camera and microphone off for the whole duration of the exam. It is recommended that on zoom all use the 'Hide Non-video Participants' mode.
- All candidates must make arrangements to record their exams on their own personal device to be used in case of appeal. Examiners are not permitted to record the exam.
- The process facilitator can be called online. The chair will have the responsibility and the contact details to call for the process facilitator.
- Candidates are recommended to have support people before and after the exam, who are nearby at the time of their exam. In all cases support people cannot be in the room *during* the exam.
- Candidates are recommended to practice mock exams in this online format.

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### **12.3 Supervision**

#### **12.3.1 Accredited supervision for the TSTA Exam**

At least 30% (13.5 hours) of a PTSTA required supervision must be with a TSTA in the candidate's chosen field. The remaining hours of supervision can be with a TSTA from other fields.

Supervision may be the discussion of training or supervision with the principal supervisor, or it may be "live supervision". For example, the principal supervisor may attend a training module and give supervision afterwards or the principal supervisor may supervise the candidate supervise another member of a supervision or training group.

Sometimes it is very difficult to arrange live supervision and so, following to agreement with the candidate's principal supervisor, some of these hours can be done using:

- Webcam or audio and/or videorecording (supervision of supervision), or webcam or videorecording (supervision of teaching) or online supervision. The amount of hours supervised in this way can be negotiated with the principal supervisor, in any case it is recommended not to exceed 50% of the total amount of hours required for supervision.

#### **12.3.2 The Supervision Hours**

In TSTA-led supervision groups, the candidate can count any hour with a supervisor in which they actively present work for supervision as one hour of supervision. The trainee does not usually count supervision hours where they have been present during the supervision of other trainees. These will count as continuing professional development hours.

Where two or three PTSTAs receive supervision together in a group for the corresponding number of hours, and provided that each PTSTA makes a presentation of his/her/their work



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in supervision or training, each PTSTA may count all the hours of supervision with the supervisor.

### **12.4 PTSTA Records of Teaching and Supervising Hours-Annual Reports**

Throughout his/her/their period of training, the PTSTA is responsible for keeping an accurate record of all teaching and supervision activity and supervision received.

The candidate's principal supervisor must periodically review this record, and it must be produced at the examination. Part of the principal supervisor's task is to ensure that the records are accurate. The indication of all documentation for this section is listed both at the end of this section.

At one-year intervals after signing a TSTA training contract, the PTSTA and their principal supervisor should each complete a PTSTA Annual Summary Report and the PTSTA Principal Supervisor's Annual Summary Report form respectively. Copies of both these annual reports, for each year of training, should be taken to the TSTA examination. In case there is a co-principal supervisor the annual report of the co-principal supervisor must be included as well.

### **12.5 Applying for the Examination**

#### **12.5.1 Confirmation of the registration for the TSTA exams:**

No later than six months date to date before the examination, the candidate must pay the examination fees, consulting the EATA website to check the procedures and amounts, see also Appendix 1 for payment information, and send an electronic PDF file of the following to the EATA Supervising Examiner (SE):

- The notification of his/her/their intent to take the TSTA, TTA or STA examination using the Examination Application form (13.12.4.a).

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- The completed Principal Supervisor's Certification Form (13.12.5).
- Completed Expression of Accessibility Requirements Form (13.4.7)
- Evidence of payment of the examination fee.

### **12.6 Withdrawal from the Examination**

If the PTSTA withdraws from the examination after registration, by notifying the EATA SE more than three clear months before the examination date, the fee may be later transferred to a different examination.

If notice of withdrawal is given by the candidate less than three clear months before the examination date, he/she/they may not reclaim or reuse the fee.

### **12.7 The Examination**

#### **12.7.1 Introduction**

The candidate must bring four copies of the following to the oral examination:

- His/her/their TSTA contract and if appropriate his/her/their CTA TS contract.
- His/her/their PTSTA Annual Summary Reports.
- His/her/their Principal Supervisor's Annual Summary Report Forms.
- A Curriculum Vitae (CV) setting out his/her/their education, training and experience.
- 3 letters of endorsement (See also 12.2.4), one of which must be from the principal supervisor.



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- The Principal Supervisor's Certification for the TSTA Examination Form.
- The context sheet for the teaching section (if appropriate).
- Equipment to record the exam, in all sections, is mandatory as in the absence of any such recording no appeal can be taken in consideration.

**Note:** For exams using Translation: TSTA candidates cannot share a translator with another candidate.

### **The TSTA examination consists of three sections:**

1. Theory, Organisation and Ethics
2. Teaching
3. Supervision

Including the time for scoring and board debriefing and discussion process the theory section lasts approximately one hour 15 minutes. The teaching and supervision exams take approximately 1 hour 30 minutes. These timeframes are not obligatory but guidelines for the board to plan the examination process.

When there is a translation, the time can be increased by 50%.

Candidates must pass the Theory, Organisation and Ethics section of the examination before they can proceed to take the teaching and/or supervision sections.

During the TSTA examination the candidates are invited to show that they have a clear and comprehensive understanding of TA theory, can discuss it critically and compare and contrast it with other theoretical approaches. They need to demonstrate that they:



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- Can supervise practitioners and supervise the supervisors of practitioners competently and explain the differences between the two.
- Can teach TA competently.
- Are ethical, responsible and reliable in their contacts with other people.
- Have a good understanding of the workings of national and international TA organizations.

### **12.7.2 Before the examination**

The TSTA candidates briefing and information meeting is held usually the day before the examination.

The local exam supervisor (LES) will answer questions, explain the process, go over the scoring sheets, and tell the candidates about their rights.

Four qualified examiners are chosen by the LES to serve on the examination board and one of these is chosen as chair of the board.

If necessary, a board of three will examine the candidate.

Examiners can examine a maximum of 3 candidates during one day.

#### **12.7.2.A ONLINE exam Examiners Briefing meeting**

The examiners' briefing meeting will be held online the day before the exams. The examiners will receive communication about it from the online exam supervisor (OES).



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### **12.7.3 The examination**

#### **1. Theory, Organization and Ethics section**

The board examines one candidate at a time and:

- Reviews the file of documents that the candidate has presented (see 12.7.1).
- Asks about the candidate's philosophy of training in relation to their training program/practice.
- Asks questions to reveal the candidate's ability to think about advanced TA concepts and to compare and integrate TA theory with other theoretical models and approaches.
- Evaluates the candidate's knowledge of national and international TA organizations.
- Evaluates the candidate's sense of being a professional whose work is based on an integrated ethical thinking.
- Evaluates the candidate's ability to integrate all these aspects into a coherent approach to practice, training and to the development of transactional analysts.

When the board's questioning is complete, the board will evaluate the candidate by using the Theory, Organization and Ethics Exam Scoring Sheet.

#### **2. Teaching section**

The teaching section aims at providing a setting as close as possible to the normal reality of everyday TA teaching and training, rather than being an artificial situation set up especially for the exam, so that the candidate has an opportunity to:

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- Demonstrate his/her/their style and philosophy of teaching and training.
- Give a rationale for his/her/their teaching methods.

### **a. Before the examination**

The candidate will have prepared:

- A teaching demonstration of 20 minutes duration on a topic they have chosen from, or which is clearly related to, TA theory and practice.

NOTE: Candidates can choose, to prepare a 30 minute piece of integrated learning rather than 20 mins plus 10 mins of questions;

- A sheet of A4 paper giving the following information:
  - ❖ Where this piece of teaching would fit in the overall training program and in the specific teaching day(s) of which it is a representative segment.
  - ❖ Who the participants would be.
  - ❖ At what level or stage the participants would be in their training.

The board (whenever possible with the observer) will come together an adequate time before the beginning of the examination to be attuned to one another, that is about 15 minutes before the beginning of the examination (see 12.7.1).

### **b. During the examination**

- The chair will invite the candidate into the exam room and welcome him/her/them.
- The volunteer audience will enter the room at the start of the exam and can stay

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until the end of the second teaching.

- The candidate can decide whether the audience will stay in the room for the board questions or not.
- In all cases the volunteer audience will not be in the examination room when the board will be discussing/debriefing together with the observer.
- When the candidate, the board and the audience are ready to proceed, the exam will begin with a dialogue between the candidate and the board, in which the candidate will be invited to speak briefly to the board about their:
  - ❖ Training philosophy, that is, the professional or ethical values and principles that guide their choice of training program structure or training methods.
  - ❖ Theoretical and didactical thinking and preferred special theoretical models of learning, These models may be drawn from TA or from other fields of theory.
  - ❖ Choice of teaching methods, both in their overall training program and in the teaching demonstration to be presented during the exam.
- This initial period of discussion should last approximately from ten to fifteen minutes, though it may be extended at the discretion of the chair.
- In this initial discussion the examiners seek to get an initial framework within which to assess the practical demonstration; that is to say, they will measure what the candidate actually does in the teaching in terms of what the candidate says that he/she/they do.
- The candidate will then present his/her/their twenty-minute teaching demonstration to the audience and the board.
- The teaching demonstration should be representative of an actual session in the

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candidate's training practice and should be congruent with the candidate's expressed theoretical model or models of learning.

- It is the candidate's responsibility, and part of his/her/their skill, to choose teaching methods that will fully demonstrate their teaching skills in the twenty-minute time slot available.
- After the 20 minutes teaching demonstration there will be a 10- minutes time slot during which the audience members, but not the board members, may ask questions related to the topic taught and its relationship to other aspects of TA. In choosing their questions, the audience members are invited to be themselves as far as possible and not to role-play trainees of any particular level of experience.
- The candidate may choose to integrate the questions into their teaching so that the teaching session lasts for 30 minutes in total.
- When the ten-minute question time or when the 30-minute integrated learning experience is complete, the board members may ask questions of the candidate. However, the board may choose to save the questions until after the TA101 teach. These questions will be about the theory, philosophy, methodology, content and rationale of the candidate's teaching and/or training activity, including the organization of the candidate's training program, and any other matters that the board deems pertinent to the assessment of the candidate's readiness to be certified as a Teaching Transactional Analyst.
- The chair of the board offers the candidate a container in which the TA101 topics are each written on slips of paper (see Section 13). The candidate chooses one at random. He/she/they then have up to 2 minutes to prepare, after which they will teach the topic to the audience.
- The candidate will have a total of 10 mins to demonstrate interactive teaching and responding to questions, ensuring that they competently demonstrate knowledge of the topic received.



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- When this is complete, the board may choose to ask further questions, for example, relating to teaching methods. The chair of the board should ensure that the board's questions are mainly on the teaching philosophy, rationale and methods.
- When the board's questioning is complete, the board may discuss their scores.
- The candidate may call the process facilitator at any time up to the moment when the board members are ready to score. At this time, the chair will remind the candidate that this is their last opportunity to call the process facilitator, and give them the choice of leaving or staying in the room during the scoring process. After this point, only a board member can call the process facilitator.
- The board will evaluate the candidate by using the Teaching Exam Scoring Sheet.

### **Online Teaching Exam Blended Format (see Section 12 A)**

Candidates will give the two teachings onsite:

- Teaching presentation.
- TA101.

An audience, of at least 5 people/trainees will be present, they should be unconnected and different from their own training group, institute, and principal supervisor.

- Each teaching will be video recorded.
- Each teaching will be taking place according to the rules for the teaching exam on site.

A TSTA, selected by the candidate, who is not their principal supervisor nor their co-sponsor, is required to be present during the two teachings. It is his/her/their responsibility is to ensure that the process takes place according to requirements, and to certify this

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(see form 13.12.1.a)

- The candidates will then bring their videotape to an online board to be evaluated and to take their other part of the exam, that is questions and dialogue with the board online, which will be a “normal board” organized by the OES.

### **During the exam**

It is the responsibility of the candidate to ensure, that they have permission of the people whose recordings they present in the segment shown online.

- The candidate also needs to ensure that the recording devices he/she/they are using are of a good enough quality so that the recordings can be heard by the online exam board.
- It is important to be familiar with the Zoom technology for sharing audio sound. This must be practiced in advance so that the candidate is confident in the process.
- If a recording cannot be heard, then the exam may result in a ‘no exam’ decision.
- The process facilitator can be called online. The chair will have the responsibility and the contact details to call for the process facilitator.

Candidates are recommended to have support people before and after the exam, who are nearby at the time of their exam. In all cases support people cannot be in the room *during* the exam.

Candidates are recommended to practice mock exams in this online format

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### **12.3 Supervision**

#### **3. Supervision section**

The supervision exam is to enable the candidate to demonstrate that he/she/they can both supervise practitioners and supervise trainers and supervisors of practitioners. The candidate will be expected to have a clear philosophy of supervision and use an appropriate range of supervisory models, as well as showing an ability to establish specific contracts that identify and meet the key issues of the supervision.

#### **The Supervision exam**

- The chair will invite the candidate into the exam room and welcome them.
- When the candidate, the board and the supervisee(s) are ready to proceed, the exam begins with a dialogue between the candidate and the board about his/her/their supervision philosophy and personal style and about the professional and ethical values guiding their supervision.
- The candidate will then be asked to supervise two trainees for a maximum of 20 minutes each, (longer if the examination is being translated (see 12.7.1)).

The supervisees will be:

- ❖ One who will present a case of their professional practice in the field of counselling, education, organization or psychotherapy. This will be a supervision of a practitioner.
- ❖ A provisional teaching and/or supervising transactional analyst (PTSTA), who will be presenting a problem they have as a trainer or supervisor.
- The second supervisee is not present during the first supervision to avoid bias. The



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supervisees can remain in the room until the end of each supervision piece.

- If the board members wish so, they may further question the candidate about any aspect of these supervisions, either between the two supervision sessions or after the second session.
- Scores are not given to the candidate in between the two pieces of supervision. However, feedback needs to be offered regarding competences that may not have been evident and that should be demonstrated in the second piece of supervision.
- When the board's questioning is complete, the board may discuss their scores.
- The candidate may call the process facilitator at any time up to the moment when the board members are ready to score. At this time, the chair will remind then candidate that this is their last opportunity to call the process facilitator, and give them the choice of leaving or staying in the room. After this point, only a board member can call the process facilitator up until the moment when the examiners vote to pass or defer.
- The candidate will then be scored on the STA scoring sheet

### **Supervision examination Online**

In online supervision examinations there will be a 20-minute break between the first and second supervision to allow the candidate a fresh start with the PTSTA level supervision.



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### **12.8 The Scoring Procedure**

The procedure for scoring and voting is the same in all three sections of the TSTA exam:

- When the board is satisfied that they have sufficient information to score and vote, the scoring procedure begins:
  - ❖ The chairperson informs the candidate that this is their last opportunity to call the process facilitator. After this, only a board member can decide to call the process facilitator.
  - ❖ Each board member does their own scoring.
  - ❖ There may be a discussion among board members if the board members wish to do so.
  - ❖ Board members may revise their own scoring.
  - ❖ The scores are called out.
  - ❖ The chairperson collates the scores on their own scoring sheet.
  - ❖ The chairperson informs the board members that this is their last opportunity to call the process facilitator.
  - ❖ Board members vote to pass or defer.
- The scorings are to be used as a guide and the judgment of the examiners is the final decision. However, the candidate will be deferred if:
  - ❖ Two or more examiners vote to defer. **OR**

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- ❖ There is a rating of 1 from all examiners on any one scoring scale.
- If none of the above applies and three or more examiners vote to pass (or two in a three people board), the candidate is passed.
- The candidate is asked to write his or her comments about the examiners on the examiner evaluation form provided by the LES immediately after the examination.

### **12.9 Guidelines for Examiners in the TSTA Examination**

- Board members need to read the candidate's papers before the examination process begins and go over the file with the candidate at the beginning of the examination. In this process it is important to look for something to stroke positively, and to use this time to get acquainted with the candidate.
- Board members need to ask one question at a time and to specifically ask for the information they want, using open-ended questions as far as possible. For example:
  - ❖ How did you come to be involved in TA training?
  - ❖ Why are you still interested?
  - ❖ What do you consider Berne's original contributions to TA theory to be?
  - ❖ As a TA teacher and supervisor, what size of training group do you have?
  - ❖ Why is that?
  - ❖ What other theories, besides TA, about teaching adults are you aware of?



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- ❖ How do you use them in training?
  - ❖ What sort of diagnostic process do you use during a supervision session with a trainee?
  - ❖ If you were to be the next President of EATA (or ITAA, or of your national organization), what is one important goal that you would have for that organization?
- 
- Give feedback after every question to indicate to the candidate how their response is being evaluated. If the candidate answers a question incompletely or inaccurately, the board member needs to tell the candidate what answer he/she/they was looking for.
  - Look for the strength and competence in the candidate. If you notice problem areas, discuss or explain the areas in question.
  - Board members need to ask positive questions like "Will you please explain that to me?" or "Will you please tell me more about that?" the use of non-specific negative phrases such as "I am concerned about..." must be avoided.
  - Do not get locked into following a line of questioning in an area that the candidate obviously does not know. It is OK for the candidate to say, "I don't know" occasionally.
  - TA can be used in many ways. Board members must be willing to listen and understand from the candidate's frame of reference. The candidate may do things differently from the way board members do them, but what is important is that they are able to explain and support their thinking.
  - Teaching or supervising either the candidate or the supervisees in the supervision section of the examination by any board member must not be done, board members

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have no contract to do it.

- Attention to the other members of the board must be given, giving feedback and support, as well as letting them know what is going on for you.
- Including the time for scoring and board debriefing/discussion the theory section lasts approximately one hour 15 minutes. The teaching and supervision exams take approximately 1 hour 30 minutes. (In translated exams the time allotment is 50% more see 12.7.1) In online supervision exams time allotment is 20 minutes more to include the break in between first and second supervision (see 12.9.A).
- Towards the end of the exam, the board members should reflect on whether they have all the information they need to score the candidate. Further steps should be discussed with the other board members.
- If, after one hour for the theory section and one hour and 30 minutes for teaching and supervision the end of the examination is not yet in sight, the board should focus and reflect on the examination process and consider calling the process facilitator.
- In cases where the examination is being translated, all these suggested times need to be lengthened; total time for a translated examination may thus be around 50% more than the planned time (see Section 9.8 for guidelines for translated exam examinations and section 9A for translated online examinations).
- In line with the EATA Ethical Code all exams are conducted as a confidential and boundaried process to ensure the integrity and fairness of the assessment and protection for all involved in the exam process. Any concerns regarding the oral exam should be directed only to the LES/OES at the time.

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### **12.9.A ONLINE exam Guidelines for examiners**

The process needs longer to allow for online adjustments - up to 30 minutes longer if necessary.

This means that the Theory part of the exam online will last up to about one hour and forty-five minutes, and, if translated, up to two hours and fifteen minutes.

The teaching exam online can last up to two hours, and, if translated 2 hours and forty-five minutes.

The supervision exam online can last up to two hours and 20 minutes including the 20 minutes break in between the two supervisions, and, if translated up to 2 hours and 50 minutes.

### **12.10 Guidelines for Supervisees and Candidates in the Supervision Section of the TSTA Exam**

EATA and PTSC-CoC wish to thank supervisees for being available and interested in participating in the examination process. Here are some guidelines that may help both supervisees and candidates in performing this important task:

Supervisees need to:

- Be aware that the focus is on the exam and the candidate. This opportunity can be used by supervisees to learn something and to get some free supervision from a supervisor who is not part of their usual context.
- Bring an issue you are interested in solving – in other words, bring a real question, not a role-play.
- Bear in mind that the exam supervision will be limited to a time slot of 20 minutes. It

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is the job of the candidate to show that they can handle this time boundary in the supervision. However, to gain the maximum benefit for yourself as a supervisee, bring a supervision issue which you believe can practicably be handled within twenty minutes.

- Remember that the candidate is an experienced supervisor, even though he/she/they are in a somewhat stressful situation. Don't set out to, for example, rescue the candidate, but be real, and treat the exam supervision as you would treat any other supervision session.
- If you are a CTA or CTA trainee, bring an issue from your practice. The aim of this part of the exam is to evaluate the candidate's supervision of a practitioner.
- If you are a PTSTA bring an issue relating to your training or supervision, i.e. to your practice as a PTSTA. This part of the exam aims to test the candidate's ability to supervise a trainer and/or supervisor.
- The case you bring, as well as the content and process of the supervision during the exam, will be treated as confidential. Please observe the same confidentiality about the supervisor and the others present, in just the same way as you would in a supervision group.
- If you feel any discomfort after the supervision don't hesitate to disclose this. Occasionally you can do this appropriately in a supervision setting of your own or you can look for the LES/OES afterwards to tell him/her/them.

For Candidates/Examiners:

- It is the candidate's job to invite a clear contract for the supervision and to see that the contract is fulfilled.
- If you are at an exam site with translation, please allow time for the translator to do

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their job, especially if you are speaking the same language as the candidate, or if there is an examiner on the board who speaks a different language.

- Be aware that the translation slows down the process and has the potential to get in the way of your thinking process or spontaneity. It also has the advantage of giving you extra time to consider and integrate.

**12.11 The function of Chairperson, Process Facilitator, Observer, Translator:** see Section 9.

### **12.11.A ONLINE exam**

#### **The Function of the Chairperson**

- In online exams the chair also has the responsibility for taking the initiative in ensuring any technical problems are resolved.
- Technological help will be available but there is also a live limiting factor with many dependent variables. In the event of a technological failure, the chair will call a process facilitator.
- The process facilitator will call the online exam supervisor, who will have the responsibility of deciding if it is possible to continue.
- If one examiner loses internet connection and cannot return to the link, then the board can decide to proceed with three examiners.
- If more than one examiner loses internet connection and cannot return to the examination within ten minutes then a no exam is declared, as the minimum number of examiners is three.

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- Where an exam cannot be completed due to technical problems a 'no exam' will be declared by the OES.

### **Online Observer**

- If an exam is observed, the observer is recommended to introduce him/her/themselves to the board of examiners and the candidate. The observer is not part of the board and must be clearly identifiable as such. After introductions, the observer turns his/her/their camera and microphone off for the whole duration of the exam. It is recommended that on Zoom all use the Hide Non-video Participants mode.

Candidates are recommended to have support people before and after the exam, who are nearby at the time of their exam. In all cases support people cannot be in the room *during* the exam.

Candidates are recommended to practice mock exams in this online format.

### **12.12 Partial Completion**

If the candidate passes the Theory, Organization and Ethics but has not been successful in the other exams they will have 12 months to complete the exams without re-sitting the Theory section. If the time limit is exceeded, the first section must be repeated when the candidate re-presents for examination. A candidate who passes the first section and one of the others, may present for the third examination at any time in the future within the time limit of their TSTA Contract.

### **12.13 Appeals: The same rules apply as in Section 9.10 of this handbook and form 13.9.1.**



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### **12.14 Documentation**

**TEW staff evaluation (13.10.2)**

**TSTA Contract (13.4.2.A)**

**Expression of Accessibility Requirements Form (13.4.7)**

**List of 101 Topics for Teaching Examination (13.12.1)**

**Teaching online Blended format Form 13.12.1.a**

**PTSTA Annual Summary report form (13.12.2)**

**PTSTA Principal Supervisor Annual Summary report (13.12.3)**

**TSTA Examination Application Form (13.12.4)**

**Principal Supervisor Certification Form (13.12.5)**

**Confirmation Letter for TSTA Examination (13.12.5a)**

**TSTA Theory, Organisation and Ethics Board – Scoring Sheet (13.12.6)**

**TSTA Teaching Board – Scoring Sheet (13.12.7)**

**TSTA Supervision Board Scoring Sheet (13.12.8)**

**Certification for TSTA Theory exam (13.12.9)**

**Examiners Evaluation Form (13.7.14)**

**Certificate of attendance to a WEW**

**Application to Appeal (13.9.1)**