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Section 9 The CTA Oral Examination

9.1 Introduction and overview

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 CTA oral examination is taken before a board of four (minimum 3) qualified (CTA+) members of EATA and/or ITAA, one of whom will act as chairperson. Evaluation and marking is done according to the scoring sheet for the different fields of application. If the candidate passes the oral examination, they are certified as Transactional Analysts.

The examination is not public. An observer may be present at the examination if the local examination supervisor (LES) so decides. The function of exam observers is described in Section 9.6.

Candidates and examiners are committed to high examination standards.

The oral examination examines and evaluates whether the candidate:

- Presents him/her/themself as personally and professionally competent and ethically responsible.
- Demonstrates knowledge and competent TA application within own field of

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specialization.

- Is able to evaluate human behaviour appropriately in practice; is able to relate this to TA theory and make an assessment.
- Shows sufficient competence as a Transactional Analyst.
- Demonstrates during the examination process that he/she/they have assimilated values and principles compatible with TA such as respect, autonomy, acceptance, and positive confrontation.

9.1.A Online CTA Exams Introduction and overview

Online exams follow the procedures of on-site exams, the LES is now called the online exam supervisor (OES) and appropriate adjustments are made for the different formats as outlined below. Under each subheading of Chapter 9, where appropriate, candidates will find instructions on how to proceed with an online exam.

9.1.A.1 General and technical requirements for taking an exam online are:

- To ensure a quiet and undisturbed room where examiners need to be able to see the room.

To ensure the following technical requirements:

- Secure and stable internet connection, camera and microphone functioning. It is important for everyone to familiarize themselves with the technology and get any support 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 on zoom is advised.



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- 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 candidate and board members can be used while listening to the recording 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 in exam headquarters for technical support who can be called in the exam room if needed. This person will not be present in the exam itself.
- 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).
- Candidates need to ensure that the recording devices used are of a good enough quality so that recordings can be heard by the online exam board. It is important for candidates to be familiar with the zoom technology of sharing audio sound. This must be practiced in advance so that candidates are confident in the process. If a recording cannot be heard properly then the exam may result in a 'no exam' decision.
- Candidates need to have secured written permission to play online the recordings from the clients/group presented.
- 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/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



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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 plan 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 same room as the candidate *during* the exam.
- Candidates are recommended to practice mock exams in this online format.

9.1.1 Working Language

The language used at CoC examination venues is English. Examinations organized by national associations may use different working languages. Candidates at any CoC examination venue will normally be offered an examination board in English, as well as in the working language of that venue if it is not English.

The language coordinator needs to be consulted to find out which language(s) will be used at an examination venue. It is the responsibility of candidates who intend to take an oral examination with translation to inform their language coordinator when applying for the oral examination, candidates must take responsibility for organizing a translator.

9.1.1.A Online Exam Working language

It is the candidate's responsibility to ensure his/her/their translator has all the information needed: timing of meetings and zoom links. It is also the candidate's responsibility to ensure the OES knows the name of their translator and to involve them in the briefing and debriefing meetings.



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The OES will brief the candidates, their translators, and the examiners on best practice for a translated exam as laid out in the handbook. The same principles apply for online as for onsite.

9.2 Instructions for Candidates

9.2.1 The Candidates Briefing Meeting

Candidates must attend a candidates' briefing meeting, usually held at the examination location the day before the exams. The LES will be at this meeting and will answer questions, explain the process, go over the scoring sheets, and describe and illustrate the process of the examination and role of the candidates in the process of it. Guidelines for translators will be available at this meeting.

Candidates must take the oral examination documents (see list below) to this meeting and give them to the LES: Curriculum Vitae and log should be clear and concise so that the examiners can read them easily. If the documents are not in the working language of the examination venue, candidates must provide translations of all of them except the written examination. Once given to the LES, the files may not be removed from the examination office until after the examination.

9.2.1.A Online exam Candidates Briefing meeting

A Candidates' briefing meeting will be held online the day before the exams, and it follows the onsite meeting procedure (see above).

A candidate will upload all documents for the oral examination into a cloud folder assigned to him/her/them, one week date to date before the examination date.

Documents needed for the Oral Examination

- One copy of the following:



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- ❖ The Completion of Registration Certificate (Form 13.7.4).
- ❖ Completed Expression of Accessibility Requirements Form (13.4.7) – this can also be added to the candidate's documents for examiners if wished.
- ❖ The Written Examination.
- Four sets of the following documents:
 - ❖ The Written Examination Evaluation.
 - ❖ The principal supervisor's personal letter of recommendation.
 - ❖ The curriculum vitae.
 - ❖ A chronological list of all training, supervision and contact hours, summarized by year.
 - ❖ The training contract(s).

A candidate who presents incomplete or inaccurate documentation will not be examined.

9.2.2 Notes for the candidates on refusing examiners

Candidates may refuse to be examined by certain examiners. It is useful to discuss this with candidate's own principal supervisor and make this clear prior to the exam. If the candidate refuses too many examiners, it may be difficult to assemble an examination board. If the candidate has any doubt about whom to refuse at the exam meeting, he/she/they need to discuss this with the LES/OES.

An examiner should be refused by the candidate if it is someone:



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- With whom he/she/they have had a significant personal or business relationship.
- With whom he/she/they have done a significant amount of training or supervision.
- With whom he/she/they have had exam preparation supervision in the previous six months.
- Who has deferred him/her/them at a previous examination.
- Against or for whom he/she/they are prejudiced.

9.2.3 Guidelines for Candidates about the Oral Examination

It is highly recommended that candidates read all of Section 9 prior to the oral examination to familiarize themselves with the whole process and the roles of the participants.

9.2.3.1 Selection of exam recordings

The following criteria are based on experience. They are not mandatory.

A. Technical advice.

- Pictures and sound should be of high quality and without intrusive background noise and all speech must be clearly audible.

B. Content

- The recording should show reasonably fluent interaction between the candidate and the person or group with whom they are working.
- The recording is supposed to show effective interventions using TA.
- The work that candidate wants to demonstrate must be clearly shown on the recording



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itself. Examiners will assess the candidate's work according to what they hear on the recording, and reports of "what happened before or afterwards" are relevant only as background.

- The work presented should have a title taken from TA theory, such as 'decontamination'; 'exploration of script material' or 'contract making'.
- The work should relate to the client or group's stated contract.
- Ideally, the recording should show changes in the client(s) in the direction of the stated goal.
- The candidate's interventions should be clearly facilitating these changes.
- The process does need to be clear and directional in the segment presented.
- The segment presented does not necessarily have to deal with the same subject all the time.

The recording piece presented does not need to be perfect, it may contain elements which, on reflection, the candidate might have chosen to do differently, and he/she/they should be aware of such options and be able to comment on their significance.

Candidates need to secure permission to use the transcripts of clients presented to the oral exam.

9.2.3.2 What to take to the Oral Examination

- Equipment for playing the recording, together with either batteries or appropriate socket adapters, leads suitable for the local mains supply and batteries, including spares.
- A second audio or video recorder to record the examination.

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- Three segments of recorded work, either audio only or audio with video.
 - ❖ Each segment must be between 4-6 minutes long.
 - ❖ Each segment must be part of a longer recording of candidate's work.
 - ❖ Each segment must be ready to be played when asked to do so.
 - ❖ The recordings must not have been edited.
 - ❖ For each recorded segment, four copies of an accurate transcript of the piece of work presented must be provided.

The transcripts may be accompanied by appropriate supporting material, for example, a brief description of the work to be heard and brief details of the client or group, **no more than two pages**.

- In the counselling and psychotherapy fields, at least one recording must be of work with an individual.
- In all fields of specialization, one of the three recordings to be presented in the oral examinations must be of the candidate working in a couple, group or family setting. It will demonstrate the candidate facilitating group dynamics in an effective way and using transactional analysis in their understanding of group processes. For the purpose of the exam, a group is defined as two or more people.
- The candidate will be expected to demonstrate/explain how the work and dynamics with a couple differ from the work with individuals and with groups. (see section 7)
- PTSC has recognized the need for flexibility in the requirement for a group recording for the CTA examination. The group recording may therefore be a personal self-



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development group, or a training or experiential group which is led by the candidate.

- The group recording must be of a group which is being led by the candidate (in other words a piece of work done with a group that is being facilitated by someone else cannot be accepted).

For an Oral Examination with translation (see Section 9.1.1, 9.1.2 and 9.8.3)

9.2.3.2 A Online exam

What to provide for the oral examination:

The candidate will send transcripts of three recordings and appropriate supporting material into a cloud folder assigned to him/her/them by the OES. Transcripts need to be in PDF files.

Candidate's recordings will be played over the zoom platform and must be audible to all examiners. The candidate is responsible for protecting the anonymity of the client on the recording.

9.2.3.3 During the examination

It is the task and responsibility of candidates to choose appropriate methods for demonstrating their competence. Candidates should present themselves to the examiners as competent TA colleagues developing a specialist/technical conversation in a collegial way.

At the start of the examination, the board will give procedural information, introduce themselves and invite the candidate to introduce him/her/themself. The board will have already reviewed the CV, log and a copy of the written examination and the written examination evaluation(s) and board members are likely to base the initial discussion and questions on that material, particularly if the latter points to any potential areas for discussion.

After this the board will ask the candidate to play one or more recordings. Any ensuing discussion should be within a TA frame of reference.



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- It is useful for the candidate to listen closely to the questions asked and to give short, specific answers.
- Candidates may ask to board members if they want him/her/them to elaborate.
- If the candidate does not understand a question, he/she/they may ask for clarification.
- If the candidate does not get a response or senses some hesitation in response to his/her/their answer, it is the responsibility of the candidate to check, with the board members who asked, if they are satisfied with the answer.
- Candidates must be prepared to:
 - ❖ Explain and interpret anything that happens in the recording.
 - ❖ Talk, using TA, about alternative ways of interpreting the presented material.
 - ❖ Discuss the use of different TA approaches.
 - ❖ Discuss the connection between candidate's interventions and the client's reactions.
 - ❖ Relate the work to contract and overall strategy with regard to the client.

A final note

It is the responsibility of everyone in the examination room to maintain the integrity of the examination process. One of the functions of the chairperson is to protect the candidate and exam process, to safeguard rights and to manage the examination process so that the candidate has a fair and respectful examination whatever the outcome. If the candidate experiences at any time that this is not taking place, he/she/they must take responsibility for raising their own concerns and, if needed, call the process facilitator.



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9.2.3.3 A Online exam

During the exam

It is the responsibility of the candidate to ensure, that he/she/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/video recording. 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.

9.3 Instructions for Examiners

9.3.1 The Examiners' Briefing Meeting

Examiners must attend an examiners' briefing meeting, usually held at the examination location the day before the exams. The LES will be at this meeting and will answer questions, explain the procedure, go over the scoring sheets, and talk about the examination process and the role of the candidate in it.

CoC strongly suggests that this meeting is organized and conducted as an opportunity for a peer-group training for examiners to ensure high standards of examinations as well as improving their quality.

- Information will be given to examiners and chairpersons.
- Guidelines will be available for translators.
- Guidelines will be available for observers.

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9.3.1.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 when the material is ready in the cloud folder.

9.3.2 Notes for examiners on refusing candidates

Examiners may refuse to examine certain candidates. In case of doubts about whom to refuse, examiners need to discuss this with the LES/OES. However, examiners would normally refuse candidates:

- Who are their trainees or are former trainees.
- Who are trainees of close friends.
- With whom the examiner has a significant personal or business relationship.
- To whom the examiner has given a significant amount of training or supervision.
- Who have been therapeutic clients of the examiner, at any given time.
- Who have been supervised by the examiner on their exam preparation during the previous six months.
- Who have been deferred by the examiner at a previous examination.
- Towards whom or against whom the examiner is prejudiced.

9.3.2 Guidelines for Examiners

Fifteen minutes before the oral examination process begins, examiners must meet with their chairperson. The meeting is to check any final detail, discuss process and look through the candidate's documents using these to formulate questions and discussion.

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The chairperson is responsible for informing the board of the procedure for the oral examination.

There should be no expectation from examiners for the candidate to be perfect. There are many ways of using TA. Examiners should be willing to listen and understand the candidate's frame of reference. Candidates may do things differently from the way the examiner does them, but they may be able to support their thinking or intervention, therefore candidates should be invited to do so.

Oral exams can be particularly challenging for some candidates. People may think more slowly under pressure, speak more hesitantly, or show signs of anxiety. Some may process questions differently or use a different communication style - especially if they are neurodivergent, use English as a second/third language, or come from a cultural background where oral exams are unfamiliar.

As an examiner, it's helpful to focus on the ideas being expressed, rather than the delivery. For example:

- Is the candidate showing good thinking, even if they're not speaking fluently?
- Do they understand the material, even if they take longer to find their words?
- Might nerves or language be affecting how they express themselves?

It can help to give candidates a little more time to respond, or to gently invite clarification if something is unclear. Avoiding interpreting quietness or nervousness as lack of knowledge.

If adjustments have been agreed for the candidate such as more time, environmental changes - make sure these are respected. They are not about giving an advantage, but about removing barriers.

Examiners should look for the strength and competences in the candidate. The candidate should demonstrate solid, basic work in TA. The question each examiner should address to



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is, “Is this candidate competent to practice as a Transactional Analyst?”

- Examiners should discuss the candidate’s file with him/her/them at the beginning of the examination, using it where appropriate, as an opportunity to stroke positively the candidate.
- It is suggested that examiners use this as a time to make contact and establish an OK-OK relationship with the candidate.
- Questions about the file and the candidate’s practice should be asked.
- Examiners must give feedback to the candidate on his/her recording presentations.
- Only one question at a time must be asked and it must be specific, formulated as an open question, and also formulated in a positive way.

For example:

- ❖ “How might you discuss this work using structural analysis?”
- ❖ “How would you discuss this work using game theory?”
- ❖ “Which TA approach are you using in this work?”
- ❖ “Which ego state do you think the client is manifesting?”
- ❖ “Which aspect of TA theory is guiding your work with this client?”
- ❖ “Discuss your interventions using Berne's terminology about interventions.”
- ❖ “Will you please explain that to me?”

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- ❖ “Will you please tell me more about that?”

Reflecting with your co-examiners can be helpful too. If a candidate’s presentation felt unfamiliar, you might ask each other:

- Are we able to see the person’s knowledge and understanding, even if their style was different?
- Are we confident that we’ve assessed fairly, based on the oral exam scoring sheet not just on how they came across?

This reflective, thoughtful approach helps ensure that all candidates are given a fair chance to demonstrate their learning and readiness for practice.

- Give feedback after every question, letting the candidate know what your evaluation is of their response.
- If the candidate answers a question incompletely or inaccurately examiners need to ask the question in a different way. If the candidate seems unable to answer a question or continues to answer inaccurately, the examiner must be explicit in telling the candidate what answer they were looking for.
- If problem areas are noticed, those should be discussed and/or explained.
- Each examiner should pay attention to the other members of the Board, giving feedback and support, as well as letting them know what is going on according to their own perception.
- The examination should last about an hour (an hour and a half for examinations with translation).
- After about 30 minutes (45 minutes for examinations with translation), the examiner should ask him/her/themself what information is still needed from the candidate in



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order to be able to evaluate his/her/their performance and consider discussing any difficulty he/she/they may have.

- If, after 45 minutes (about an hour for examinations with translation), the end of the examination is not yet in sight, the examiners should reflect on the examination process and consider calling the process facilitator, if needed.

A final note

- It is the responsibility of everyone in the examination room to maintain the integrity of the examination process.
- The examination process should be fair and respectful whatever the outcome. Each examiner is required to safeguard the integrity of EATA.
- 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 at the time.

If you feel that the process is not clear, please take responsibility for discussing the situation and consider calling the process facilitator.

9.3.3.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 oral CTA exam can last up to one hour and thirty minutes and the translated exam up to one hour and forty-five minutes.

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9.4 The Function of the Chairperson

The chairperson will be an experienced examiner whose function is to be the responsible leader of the oral examination.

The chairperson's contract is to:

- Before the exam begins, confirm with the LES/OES whether the candidate has expressed any specific learning or accessibility needs. If so, ensure the exam format, timing, and communication style are adapted as needed (e.g. allowing extra time for processing, avoiding rapid-fire questioning, or offering written prompts if requested).
- Manage the examination process including all documentation.
- Protect the candidate and safeguard his/her/their rights.
- Contract with the observer and/or translator if present.
- Call in the process facilitator at the candidate's, examiners, or on their own behalf.
- Structure the time so that the examination does not overrun.

The chairperson will meet with the exam board approximately fifteen minutes before the examination begins. He/she/they will:

- Bring the candidate's written examination, documentation and the scoring sheets.
- Ensure that the board members make contact with each other and are comfortable.
- Look at the documents and encourage discussion about them.
- Take responsibility for welcoming the candidate into the examination room.

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- Check that the seating is as the candidate would wish.
- Explain the procedure of the examination.
- Lead the introductions.
- Take a proactive part in establishing a respectful and collegial atmosphere.
- Observe, support and confront the board, especially with regard to:
 - ❖ Energy level.
 - ❖ Time boundaries.
 - ❖ The clarity and conciseness of questions.
 - ❖ Co-operation with the candidate.
 - ❖ Verbal and non-verbal feedback to the candidate.
 - ❖ Allowing pauses, clarify questions if needed, and support the candidate in showing what they know.
- Inform the candidate of their last opportunity to call a process facilitator before scoring begins.
- Invite the candidate to choose whether to remain or to leave for the scoring procedure.
- Ensure that the recorder being used to record the examination remains in operation until the examination is declared finished.
- Call for and record the scores of the examination board on his/her/their scoring

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sheet.

- Complete the scoring sheet.
- Conduct the voting procedure.

After the examination process, the chairperson will:

- Give the candidate the examiner evaluation form.
- Return the written examination and documentation to the candidate.
- Have a brief closing discussion with the board.
- Return the scoring sheet and report examination result to the LES/OES.

9.4.A Online exam

The Function of the Chairperson

Additionally, for online exams, the chair is also responsible 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 OES who will have the responsibility of deciding if is it possible to continue.
- If one examiner loses internet connection and cannot return to the exam, 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

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exam is declared, as the minimum number of examiners is three.

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

9.5 The Function of the Process Facilitator

The process facilitator will be an experienced examiner whose function is to assist candidates and oral examination boards who are experiencing process difficulties.

The process facilitator undertakes the following responsibilities:

- To remain at a designated place during the whole period of the examination process.
- To remain available to be called by the chairperson, by an examiner, or by the candidate, subject to the following time limitations:
 - ❖ If the candidate wants to call in a process facilitator, they must do so before the board members begin calling out their scores.
 - ❖ If any board member wants to call in a process facilitator, they must do so before the board members begin voting to pass or defer.
 - ❖ If no decision to certify or defer is reached, the LES/OES can be called. They may help the board reach a decision or can excuse the board.

The Process Facilitator:

- Will not discuss the examination with anyone before entering the examination room, including the person who comes to get him/her/them.
- Will make interventions aimed solely at clarification of the process or to give advice.

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- Will not engage in any debate about TA theory.
- Will not examine, score the candidate or vote.
- Will not discuss what happened in the examination room with anyone except to give brief details to the LES/OES.

9.5.A Online Exam The Function of the Process Facilitator

The process facilitator will be called online, whenever needed or requested by either the candidate, the chair or by board members. The chair will have the responsibility to call the process facilitator, who will be available to join the zoom room where the exam is taking place.

9.6 The Function of the Observer:

Observers at a CTA oral examination will be appointed by the LES/OES. There will be no other observers allowed in the examination process. The observer will give feedback to the examiners and to the LES/OES.

Observers will be one of:

1. An experienced examiner whose function is to give specific process feedback to the board after the examination process has finished and the candidate has left the room.
2. A new examiner who is observing the exam as part of his/her/their professional development in order to train as an examiner for CTA exams.

Observations may include, for example:

- Patterns of stroking.

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- The relationship between the candidate and the Board.
- Energy levels during the examination process.
- Verbal and non-verbal communication between the examiners.

The observer must not:

- Intervene in the examination at any point for any reason.
- Comment or pass judgement on the content of the examination.
- Make a recording or transcript.
- Make interpretative or evaluative comments.
- Take on a supervisory role of board members or chair.

Guidelines for observers will be available at the examiners briefing meeting.

The responsibility for allocating observers lies with the LES/OES at each examination venue.

It is strongly recommended to have observers at examinations; however, this is not a requirement. The need for examiners will take precedence over the provision of observers.

It is not possible for anyone to observe CoC examinations as a means of simply 'seeing how the exam works' in preparation for their own examination.

9.6.2.A Online Exam The Function of the Observer

The observer is recommended to introduce him/her/themself to the board of examiners and



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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.

9.7 Procedure

The EATA Supervising Examiner delegates to the LES/OES the right to limit the number of exams held at any particular site, according to the number of available examiners.

9.7.1 Allocation of Examination Boards and Briefing Meetings

- The names of the members of each board, times and rooms should be posted up in the CTA examination meeting room so that candidates and examiners all have the relevant information.
- Where the exam is translated, one of the examiners will be, whenever possible, someone who speaks the same language as the candidate.
- If possible, examination boards will be made up before the briefing meetings.
- Briefing meetings, giving information and advice on examination procedure, will be held usually on the day before the examinations. These meetings are an opportunity for (and must be used for) a training about how to examine, in order to ensure high standard of examination.
- Further information on the candidates' briefing meeting can be found in Section 9.2.1.
- Further information on the examiners' briefing meeting can be found in Section 9.3.1.
- Candidates and examiners may each attend the others' briefing meeting if they wish to do so. Further information may also be found in the guide for local exam supervisors available from the EATA supervising examiner.

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- Examiners can examine a maximum of three examinations per day.
- A board is made up of a minimum of three, normally, four examiners.

9.7.2 Time allocation for Oral Examination

- The total time allowed from the beginning of one examination until the beginning of the next examination is two hours (two and a half hours for oral examination with Translation).
- The examination process itself should normally take a maximum of one hour (one and a half hours for oral examination with translation).
- The remainder of the time is to allow for examiners to have:
 - ❖ a 15-minute discussion before the oral examination.
 - ❖ a brief closing discussion afterwards.
 - ❖ feedback on the examination process from the observer.
 - ❖ a half-hour break.

9.7.2.A Online Oral exam Time allocation

The online process needs 50% more time to allow for online adjustments. Online exams without translation should take a maximum of up to one hour and thirty minutes and with translation up to two hours.

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9.7.3 The Oral Examination, Scoring and Voting Procedure

The examination board meets fifteen minutes before the oral examination process begins.

- Each member of the board will have one set of the candidate's documents available and will use these to learn about the candidate and his/her/their work and formulate questions and topics for discussion.
- The primary focus should be on the content rather than on the presentation of the documents.
- The board does not need to check that the candidate has fulfilled the oral examination requirements as this has been already done by the language coordinator (LC). However, if at this stage an anomaly is discovered, a 'No Exam' may be declared (see below).
- If it is an oral examination with translation, the chairperson needs to familiarize the board with the procedure (section 9.8).

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- The chairperson welcomes the candidate, ensures that the seating is as he/she/they would wish, leads the introductions and explains the procedure.
- It is the responsibility of the candidate to bring three recordings, transcripts and two pieces of recording equipment, one to record the exam proceedings and one to play the exam recordings.
- During the examination, the board will ask questions and give feedback to the candidate. Initially, these will focus on the candidate's written documentation and practice.
- When the board is ready to listen to/watch one of the recordings, the candidate will

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be asked to provide a transcript of the recording for each board member.

- The board will look for evidence of the candidate's competence and ask questions about the candidate's work on the recording and his/her/their thinking about it.
- In order to give the candidate opportunity to demonstrate his/her/their effectiveness, the board will probably ask to listen to/watch two recorded segments, but they may ask to listen to/watch all three.
- The board may also ask the candidate to play other parts of the recordings than those the candidate had marked as the 4-6 minute segment for examination.

The scoring procedure

The chairperson will ask the board if they are ready to begin giving their scores.

- When the board is satisfied that they have sufficient information to vote, the chairperson:
 - ❖ Informs the candidate that this is their last opportunity to call the process facilitator.
 - ❖ After this, only a board member can call the process facilitator.
- The scoring procedure begins

Each board member does his/her/their own scoring.

- ❖ There is a discussion.
- ❖ Board members may revise their scoring.
- ❖ The scores are called out.

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- ❖ The chairperson records the scores.

The Voting Procedure

- Before voting, the chairperson informs the board members that this is their last opportunity to call the process facilitator.
- Board members vote to pass or defer.
- Points are to be used as a guide and the judgement of the examiners is the final decision.
- If three (or two in a three-person board) or more examiners vote to pass, the candidate passes, except in the following instances where the candidate is automatically deferred.
- If two or more examiners vote to defer, the candidate is deferred
- The candidate receives a rating of 1 from all four examiners, or three examiners in a Board of three, on any one scoring scale.

At the end of the examination

- The chairperson gives the candidate a copy of the examiner evaluation form to complete and return to the LES/OES.
- After the candidate has left the room, the observer gives feedback on the exam process.
- The board has a brief closing discussion.
- The chairperson completes the board scoring sheet and returns it to the LES/OES.

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9.7.4 No Exam

A *No Exam* may be declared if:

- It is discovered that there is something missing from the requirements (e.g. a group recording; completion of national requirements etc).
- When a process facilitator has been called and no resolution is achieved, such that it is not possible to complete the exam.
- The candidate requests a no-exam prior to the exam if there are no examiners available in the field of the candidate.

9.7.4.A Online exam

In addition, in an online exam:

- One technical support person will be provided by CoC. They will be available to be called in to any exam room from the exam HQ. Any technical problem that cannot be solved within 10 minutes will result in a no-exam and the candidate can take the exam again at a later date (at no further cost).
- Disturbances in the physical rooms of people involved in the exam process (i.e. an uninvolved person, or any kind of other disturbances caused by anyone entering the room) will automatically mean the end of the exam and a no exam will be declared.
- If a recording cannot be heard adequately by all then the exam may result in a 'no exam' decision.

After a *No Exam* situation, and where the issue is with EATA or there is a technical issue on either side during an online exam, the candidate may re-take the examination without paying the fee again. Where the issue is with the candidate, for example, if the recording is not



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audible, or any of the requirements are not met, then the candidate needs to pay to retake the exam.

9.8 Guidelines for Oral Examination with Translation

9.8.1 Introduction

The time allocated for oral examination with translation is extended.

- The total time allowed from the beginning of one examination until the beginning of the next, is two and a half hours. (This allows for meetings and breaks between exams.)
- The oral examination itself should take a maximum of one and a half hours.
- Where a translator is being used, one of the examiners will be, where possible, someone who speaks the same language as the candidate.
- CTA candidates can share a translator within the limit of three candidates sharing the same translator if this is planned, they must inform the LES/OES of their intention well in advance of the examination date.
- CTA TS and TSTA candidates are **not** allowed to share the same translator.

Guidelines for Translators will be available at the examiners and candidates briefing meeting.

9.8.2 Guidelines for Candidates

If the candidate needs a translator, he/she/they must inform the LC when applying for the oral examination.

- The candidate is responsible for finding a translator



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- If the candidate's documents are not in the working language of the examination venue, they must be all translated except for the written examination.
- For the transcripts of the recordings, candidates are required to divide the page so that the transcript in the original language is next to the translation, each line numbered, so that the examiners can follow both texts simultaneously.
- Candidates also need to provide copies of all the translated material for each of the examiners and for their own translator as well.

In the oral examination, the board, the candidate, and the translator need to agree where to sit. The candidate should make sure that he/she/they are comfortable with these arrangements and that the translator is sitting in a place that feels right for them.

The candidate needs to address what they say to the board or to the examiner who has asked a question, rather than to their own translator.

Examiners should address their questions and remarks to the candidate directly and avoid speaking with the translator.

It is strongly recommended that candidate discusses the Guidelines for Translators (see paragraph 9.8.3) with their translator prior to the exam, practice the process together and make a clear contract.

9.8.3 Guidelines for Translators

The role of the translator is invaluable in allowing a candidate for whom English is not the first language to obtain accredited status. The translator's task to enable the candidate and examiners to understand one another in the oral examination process is essential and very delicate. These guidelines are designed to help translators to the candidate fulfil this task.

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Before the examination:

- Translators must attend the candidates' briefing meeting, where they will get more information about the examination process and be able to ask questions.
- The translator must look at the candidate's papers and find out from them if there is a specific topic or special vocabulary with which they will need to be familiar.
- If the translator does not know the candidate, they need to take some time to get acquainted with them, to establish a relationship of trust, to be able to get used to each other's style and pattern of speech.
- The translator must listen to the recording and read the transcript in both the original and the translation so that they are familiar with the content.
- They must practice the translation process with the candidate.
- Translators must make clear arrangements with the candidate about:
 - ❖ Speed.
 - ❖ Length of sentences.
 - ❖ How they should interrupt the candidate when necessary.
 - ❖ Make clear and explicit what they need from candidate to do the translation job well.

During the examination:

- The focus of the examination will not be on the translator directly - indeed the translator may find him/her/themself feeling excluded - so the translator should make sure to go to the exam feeling well supported.



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- Translators should develop ways for themselves of staying focused so as not to take on the candidate's nervousness.
- Translators in doing their work, need to stay in the background, so as not to interfere nor influence the process between examiners and candidate.
- Everything must be translated exactly as it is said by the candidate or examiner (including “asides”).
- Translation must be in short passages, a maximum of one sentence or even part of a sentence.
- If necessary, the translator should interrupt the speaker to have the needed time to translate.
- Translations must be made out loud and clearly so that everyone in the examination room can hear.
- Each speaker's individual style of saying things must be respected.
- It is more important to reproduce what is said as literally as possible rather than producing a “perfect” linguistic translation.
- Translations should take place so that examiners and candidates speak to each other, not to the translator.
- Translators should substitute themselves for the speaker, using “I” if the candidate does.
- If people are speaking too quickly or in very long sentences, the translator must be assertive and interrupt from the moment he/she/they lose contact, by asking the speaker to slow down or speak in shorter phrases.

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- If a break is needed, the translator can ask the chairperson.
- Translators must not:
 - ❖ Explain what they think was meant
 - ❖ Summarize or reflect only main ideas
 - ❖ Attempt to clarify or expand what the candidate says
 - ❖ Translate into indirect speech, for example, “I think...” into “He says he thinks...”

After the examination:

- When the examination is over and feedback is given, the translator should make sure he/she/they get the recognition and strokes deserved for the work done in translating, from both candidate and examiners.
- If the translator is translating for more than one examination, he/she/they should make sure to have a rest in between to disengage from the process of one examination before going into the next one.
- If the translator has any problems, doubts or questions, he/she/they need to speak to the LES/OES.

Translators must be aware that all information gathered during the exam process about the candidate and clients of the candidate is strictly confidential. No information about the candidate nor their clients can be shared outside of the examination room.

9.8.3.A Online exam Guidelines for Translators

Translators in online examinations need to have experience in online translating. It is strongly

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recommended that the translators take part in a mock exam before the actual exam. The translation has to be consecutive, not simultaneous. The board needs to hear both languages.

9.9 Exceptional Circumstances

In exceptional circumstances a candidate may apply for a variation of the examination regulations by writing to their LC, no later than six months ahead of the date of the intended oral examination.

The LC will then, in consultation with the supervising examiner, consider the application, make a decision, and reply to the candidate, giving reasons for their decision.

If the candidate disagrees with the decision, their application will be submitted to PTSC which will then make a final decision.

NB: National TA organizations do not have independent authority to vary the examination regulations.

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9.10 Appeal procedures

A. FORMAL APPEALS

Formal appeals must be made within one month of receipt of the written examination evaluation or the date of the oral examination. Appeals cannot be made on matters of academic judgement.

B. REASONS FOR MAKING AN APPEAL

- If there has been a serious administrative error in the management of the evaluation process.
- If the evaluation was not conducted according to EATA regulations.
- If any other serious circumstance or irregularity occurred.

C. REASONS WHY AN APPEAL WOULD NORMALLY BE REJECTED

- The appeal is against the academic/professional judgement of the written exam evaluators or oral exam board.
- There is no valid reason for the candidate not to have brought the circumstances described in the appeal to the attention of the LC or the oral examination board before the examination process/evaluation took place.
- The candidate was not aware of or did not understand the published regulations for the process complained about.
- The appeal concerns a longstanding health problem of which the candidate was aware on enrolment for the examination.
- The appeal was out of time.



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D. THE APPEAL PROCESS

- Candidates must confirm in their appeal that they have discussed the marker's feedback, in the case of a defer, in detail with their principal supervisor and both have come to the conclusion that it is justified to submit the appeal.
- Candidates should complete the application to appeal form 13.9.1 and outline the grounds for making the appeal.
- In the case of a written exam appeal a copy of the evaluation will be attached.
- Candidates should collect any corroborative evidence (e.g. medical certificates, statements from other parties etc.).
- The complete form should be emailed to the EATA Supervising Examiner within one month of receipt of the written exam evaluation or oral exam board. Any application received after this time will be rejected.
- Appeals will not be considered without the relevant papers translated into English.
- The EATA Supervising Examiner in consultation with a member of CoC/PTSC as appointed by the CoC Chair will consider the appeal application. Further information or clarification may be sought from the candidate and/or the relevant evaluators in deciding whether an appeal is valid (i.e. that it satisfies any of the reasons for appeal at B above).
- Applicants will receive written notification on whether their appeal is valid within one month of receipt of the application.
- If the appeal is valid all relevant materials (written examination, recording of the oral etc.) should then be sent to the EATA Supervising Examiner.
- If an appeal is considered valid, an appeal panel will be convened within a further six

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weeks to consider the appeal and reach a decision.

- The appeal panel will consist of a Teaching and Supervising Transactional Analyst and two others appointed by the CoC Chair. The panel may meet face to face or by teleconference or online.
- In the case of a written examination appeal, the appeal panel members will read the written exam and write a joint evaluation, following rules in the handbook, and using the same evaluation scoring sheet.
- In the case of an oral examination appeal, the appeal panel will listen to the recording of the exam.
- The candidate will receive written notification of the appeal panel's decision within two weeks of the appeal panel meeting, directly from the EATA Supervising Examiner.

E. POSSIBLE OUTCOMES OF AN APPEAL

- The Appeal is denied. This decision is final, and no further appeal is possible.
- The Appeal is upheld. One of the following recommendations may be made:
 - ❖ The pass/defer evaluation is revised – written CTA exam only.
 - ❖ The candidate may re-take elements of the exam process at no cost.
 - ❖ The candidate may re-take the whole exam process at no cost.
- The Appeal Panel may suggest other options for evaluation.

The oral examination board or written examination evaluators will be notified of the outcome of the appeal and of the reasons for the decision.



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9.11 Documentation

Application to Appeal (13.9.1)

Expression of Accessibility Requirements Form (13.4.7)

Procedures for CTA Oral Examination (13.7.5)

The CTA Oral Examination Scoring Scales (13.7.9-13.7.12)

The Examiner Evaluation Form (13.7.14)