



Training and Examination Handbook

Diploma in
Transactional Analysis
(Pilot Format)

SAATA Office, 91, Krishna Colony, Trichy Road,
Singanallur, Coimbatore 641005 INDIA

SAATA Certification in Transactional Analysis

Introduction

In the South Asian region professional training and certification in Transactional Analysis has been in line with the international processes, where the first level of certification in a specific field of application (counselling, education, organisational, psychotherapy) is Certified Transactional Analyst (CTA) and usually takes 4 or 5 years to complete. In order to provide milestones along this journey and also cater to those looking for shorter training and certification, SAATA provides two intermediate certifications. They are

- Diploma in Transactional Analysis
- Advanced Diploma in Transactional Analysis

These intermediate certifications could be an end in themselves for those who are looking for knowledge and skills for use in personal and professional contexts. They will also provide consolidation, evaluation, affirmation and motivation on the journey towards CTA that certifies for professional application in the chosen field.

The trainees may have

- Diverse backgrounds and varying degrees of prior exposure to self and professional development and to Transactional Analysis
- Different identities and goals, as they may be working towards Diploma, Advanced Diploma and/or CTA

Therefore the groups may have changing memberships, particularly at more advanced levels of training. The design of the programmes has been made keeping these factors in mind.

Purpose of the Diploma Examination

To demonstrate that the candidate has a clear integrated understanding of the core concepts of Transactional Analysis theory and practice and is able to apply it effectively and ethically.

Objectives of the SAATA Diploma Exam

- To enhance self awareness
- To invite trainees to use core concepts of Transactional Analysis to make sense of their awareness of themselves
- To encourage trainees to critically assess themselves and their interactions, and use appropriate TA frameworks to generate options for themselves, and move towards autonomy.
- To foster an attitude of professionalism, quality and ethical practice to the application of Transactional Analysis
- To foster a commitment to ongoing study that includes reading of a variety of TA authors
- To assist in the development of independent learning skills and communication skills to enable trainees to approach new issues and topics with confidence
- To involve the larger TA community to validate and celebrate the first milestone of TA trainees

For the Advanced Diploma

In addition to the above

- To increase the depth and breadth of understanding core Transactional Analysis concepts with a focus on the field of specialisation
- To train in skills of listening, rapport building, contracting, diagnosis and treatment/intervention planning
- To develop the ability to evaluate, compare and critique theoretical frameworks in order to draw upon and choose from a wide range of potential interventions
- To apply the knowledge and skills in the field of specialisation under supervision
- To increase cultural awareness and the ability to perceive the area of specialisation in a broader perspective
- To further personal awareness, growth and change

For those continuing to the CTA level of qualification

- Undertake a substantial piece of independent work
- Present this in writing, including demonstrating a high level of self and client analysis
- Produce evidence of a range of interventions in which clients achieve greater autonomy through the application of Transactional Analysis
- Develop the ability to discuss theory and application

Requirements

	Diploma	Advanced Diploma	CTA	Remarks
		(Hours including those required for diploma)	(Total as specified by ITAA) Hours inclusive of those required for diploma and advanced diploma	
Training hours	120 (must be TA)	300 (must be TA)	600 (300 must be TA)	Theoretical inputs, practical demonstrations, skills training, discussions, etc.
Supervision hours	8 of which 5 must be with their primary supervisor	100 supervision hours out of which at least 50 must be with a TSTA or PTSTA and 30 must be with their primary supervisor	150 (75 must be TA-based; 40 must be with primary supervisor)	Includes active presentation individually or in groups for feedback, confrontation, discussion
Application hours	On self and interpersonal interactions (no specified hours - appropriateness to be assessed by their primary supervisor)	350 (in TA) Application to client / client systems (in chosen field of specialisation)	750 (500 in TA)	client contact in field of specialisation
Additional hours (TA or non TA)	72 as agreed with their primary supervisor	250 as agreed with their primary supervisor	500 as agreed with their primary supervisor	Inclusive of personal psychotherapy
Total hours	200	1000	2000	
Written Exam to be submitted to SAATA	Written exam as specified in the SAATA Diploma Training & Examination Handbook	Written and oral exam as specified in the ITAA Training & Examination Handbook (With changes as in SAATA Advance Diploma T & E Handbook)	Written and oral exam as specified in the ITAA Training & Examination Handbook	Details described below

Requirements

Supervision

It is an effective developmental process that facilitates

- Increase in clarity of concepts, skills and appropriateness of application
- Awareness of stroking patterns, discounts, rapport building, contracting, treatment planning, pacing, timing of intervention etc.
- Identification of personal issues that might interfere with effective professional application

This is done by ongoing analysis of all aspects of work done using TA concepts, so that supervisees are continually learning how to apply the models at a meta level as well as within the client/practitioner relationship.

Some of the formats that can be used are

1. One to one with an SAATA Diploma Trainer (SDT) a Provisional Teaching and Supervising Transactional Analyst (PTSTA) or Teaching and Supervising Transactional Analyst (TSTA), observed by other students or done privately (particularly if confidential content is to be discussed)
2. Cascade – one student supervises another, who is in turn supervised by an SDT, a PTSTA or TSTA.
3. Group – where student presents and group act jointly as supervisors (with an SDT, PTSTA or TSTA there to monitor and intervene if appropriate)
4. Peer supervision – where students supervise each other without an SDT, PTSTA or TSTA present
5. Non-TA supervision, where a different approach is applied to the TA work

The supervision sessions will allow the supervisor to form a view on the student's

- Current level of competence in applying Transactional Analysis
- Awareness of the process between them and client
- Ability to analyse using Transactional Analysis constructs/models

- Willingness to accept constructive feedback from others
- Degree of progress and development over time

In addition, the cascade and group supervision permits assessment of students’

- Level of competence at applying Transactional Analysis to help a ‘colleague’
- Awareness of the process between another student and their client
- Ability to engage in analysis of interactions and dynamics
- Skill at asking questions that stimulate awareness in others
- Skill and sensitivity in giving feedback

Personal and Professional journal

This will include

- Connection of theory to situations experienced, in ways that demonstrate personal and professional insights
- References to theoretical constructs in ways that show understanding and ability to critique (students can assume that reader already knows the theory)
- Notes on how learning/insights will impact future personal/interpersonal behaviour and professional practice
- Appropriate referencing

Further details provided in Section A of written exam.

Learning Log

It provides evidence of the student’s learning during the programme from a range of sources. These can include training sessions (TA and non-TA), supervision, interactions in personal and social life, learning stimulated during professional activities, reading, online forums etc.

There is no set design for the log; students are free to maintain their log in whatever way works best for them. It is anticipated that a student will produce 2-4 pages per month, which includes copies of handouts received, awareness from group discussions/instruments used, feedback, extracts from journals or books, etc. plus the student's annotations, comments and conclusions.

Continuous Assessment

The aim is to assess students in terms of

- Theoretical knowledge (Appendix I – Content Summary)
- Application of Transactional Analysis
- Nature of their involvement in training/supervision
- Personal development and awareness

The assessment process involves

- Ongoing analysis and assessment of performance/behaviour during training and supervision sessions
- Essays to demonstrate theoretical understanding, ability to critique and practical application of Transactional Analysis
- Portfolios/case studies to demonstrate competent application
- Learning log and recording of personal and professional journey to demonstrate awareness of self and growth process

Note that the ongoing analysis of performance during training does not form part of the formal requirements. This is so that trainees feel free to raise their own concerns about their application of Transactional Analysis without worrying that such openness on their part could have a negative impact on their grades. However, the nature of Transactional Analysis is such that students who fail to act on such analysis are likely to find that the same issues limit their ability to provide essays, learning logs and portfolios to the standards required.

As with international Transactional Analysis qualifications, grading will be a simple pass or defer. The latter is intended as an invitation to the student to consider the detailed feedback from the marker as a guide for re-submission.

SAATA assessment for the award of Diploma

At the heart of the Diploma Exam process is its primary objective – student learning. Learning that is firsthand, multi-sensory, meaningful, interesting, important, collaborative, authentic and challenging will offer the greatest chance to be integrated.

The exam process could be viewed as a developmental process where the trainee goes through a series of validating learning cycles. The process of preparing for the exam is more valuable than the exam itself.

Learning cycle 1 – Presentations within the training group

This happens in the training group. Once trainees complete 72 hours of training (over a minimum period of 6 months), they are encouraged to make presentations in the group on their responses to the exam questions. To help them prepare for the exam, the trainers and peers should encourage the trainee to

- Share their understanding of the TA concept in their own words
- See the connection between their own patterns and TA theories
- Give specific examples of how they have applied TA frameworks to generate options for themselves
- Use presentation aids like slides, diagrams to explain themselves more effectively
- Explain the relevance and importance of the understanding and change to them

Understandable and helpful feedback must be provided, for the trainees to further their learning. Validation and positive strokes must be a significant part of the feedback. The trainer must encourage

- Critical thinking
- Open dialogue
- Multiple ways of looking at an issue
- Willingness to give and receive feedback
- Ethical thinking
- Reading of a variety of TA authors
- An ability to maintain OKness while making presentations

The trainee must present at least two questions in the group and receive feedback on the same.

Learning Cycle 2 – Trainer and peer feedback

The trainee completes the written exam and shares it with his/her trainer and at least two peers. This process develops the capacity of the learner to evaluate and improve their own work and the work of the others. Peer feedback becomes an integral part of the learning. The trainer and peers must evaluate, clarify and challenge with empathy to support the trainee in identifying strengths and gaps, and finding ways to bridge the gaps.

Trainees are thus fully engaged with their learning and empowered to assess their own progress. Their capacity to direct their own learning is enhanced.

Learning Cycle 3 – The written exam

The trainee submits the written examination to his/her trainer. Once the trainer is satisfied with how the candidate has presented applications of TA frameworks to self, he/she endorses the exam. The written exam is sent through the exam co-ordinator to an examiner. The identities of the candidate and the examiner are kept anonymous.

The examiner gives a score out of 50 to the trainee and sends the written exam back. The trainee must score a minimum of 25 in the written exam to qualify for the oral exam.

Learning cycle 4 – The oral exam

The oral exam panel will have three members of which two must necessarily be CTA, PTSTA or TSTA. The third one is preferably a SAATA diploma holder.

The duration of the oral exam is 45 min, which is further divided as follows:

- *Review of the written exam – 15 min*

Each examiner asks one question to clarify any aspect of the candidate's written exam or understand his/her thinking around the issue better. Given that candidates would have already received scores for the written exam, they could also explain their own understanding of the feedback/scores and their responses to the same.

- *Presentation of application of any TA concept from the list of 10 topics given to the trainee in advance – 20 min*

Candidates are asked to pick a chit from a bowl that contains the 10 oral exam topics. They have the option of picking a second chit, if they do not feel confident about speaking on the first topic. They then present their understanding of that TA concept and how they have applied that concept to their own lives for 7 – 10 min, and then answers the examiners' questions for another 10 minutes

- *Examiner Feedback – 10 min*

Examiners share feedback using the rubric.

The three examiners score the candidate using the assessment rubric. The average score of the three examiners is considered. The oral exam is scored on 50. The candidate must score a minimum of 25 in the oral exam and a total of 65 in both the oral and written to pass the diploma exam.

Assessment Calendar

The oral exams will be held once a year. Written exams must be submitted three months prior to the oral exam date. All dates pertaining to the exam will be published on the SAATA website.

Note to prospective candidates about the Diploma exam

The word exam can create images of a daunting or stressful process. However, the SAATA Diploma Exam is a thought-through process that is designed to be challenging, yet supportive and meaningful to you, the learner.

We see this exam as a process to encourage TA trainees to consolidate and integrate their learning. It is an invitation to you to apply Transactional Analysis to your own lives. You can take your time to prepare for and apply for the diploma. The preparation for the exam is more significant than the exam itself. We wish it to be a collaborative and joyful process. You will have the support of your trainer and training group in the same. Our hope is that through the involvement of your trainer, colleagues and examiners, your abilities to observe yourself more closely, understand and apply TA theories, think critically and articulate your journey more coherently will get strengthened.

Your participating in the exam will be beneficial not only to you, but to the TA community as a whole. It will provide your trainers with useful data about your own learning. They will know what part of the theories you have taken most interest in and applied to your lives. It will help them to help you find ways to apply TA in a beneficial manner to yourselves.

It will also help the larger TA community participate in your growth and development. Your feedback will also provide inputs on how training programs for Transactional Analysis can be made more relevant and potent for students, and how to encourage more people to not just learn TA but grow to become professionals in the area.

The Written Exam

There are 10 questions given below, divided into two clusters: Part A consisting of three questions and Part B consisting of seven. Answer all questions of part A. From part B, you could pick any four questions. Answer each question in not less than 500 words. Your total word count may not exceed 5000 words.

The questions have been framed with the intention of making it easy for you to observe yourself more closely, and express your observations and conclusions using TA concepts. Write naturally and freely, giving specific examples from your life.

Presentation

The written examination should be

- Word processed
- Presented on A4 size paper
- Double spaced throughout

Each page should

- Have good margins
- Be numbered consecutively throughout the document

Referencing must follow APA standards.

The Written Exam Questions

PART A (Answer all)

Question 1:

Reflect on the learning experiences which were significant for your personal/professional growth and change while you were in TA training. Do you experience yourself as different from before you started training? Present a self-portrayal of your growth and change.

Question 2:

What is a contract for change that you made with yourself during your TA training? To what extent has the contract been fulfilled? How do you know? How do other people experience you now?

Question 3:

What does ethics mean to you? Share your understanding of the same, giving examples of the following situations. These examples can pertain to interactions with your family members, friends or professional colleagues or clients.

- Talk about one action of yours where you had a doubt whether what you did was right from an ethical perspective. What was the action? What was the question that you asked yourself?
- Talk about one action of yours where you had no doubt that what you did was right from an ethical perspective, even though some others may have been unhappy with your choice. What was the action? Why was it right as per you?

PART B (Answer any four questions)

Question 4:

Describe an incident where you were self-confident. How did you feel, think and act? Describe another incident where you did not feel self-confident. How did you feel, think and act? Use a relevant TA framework to explain your internal process.

Question 5:

Recall a challenging situation that you faced and resolved successfully. What was the situation? What did you do to resolve it? What were the factors you considered while resolving the issue? What were the internal and external resources you accessed to solve the problem? How would you explain this experience using TA concepts? How could you use the learning from this experience in other challenging situations?

Question 6:

Choose any relationship in your life and answer the following questions about the same.

- What happens again and again in this relationship, that leads to you experiencing a negative feeling?
- What happens again and again, that leads to you experiencing a positive feeling?

Which TA framework you will use to explain the above? What are your conclusions about what leads to well-being and intimacy in relationships?

Question 7:

Choose one internal conflict that you have experienced. What were your thoughts, feelings and behaviors in that situation? How did people around you experience you at that time? How did they respond to you? Choose a TA model to explain your internal conflict and how others saw you.

Question 8:

A) What is the one change you have made to yourself but are unable to sustain?

B) What is one change you have made to yourself and are able to sustain?

Which TA concept would you use to explain why you are able to sustain some changes and not some others? What could you do differently to sustain the changes you have made to yourself?

Question 9:

Take any one concept from the oral presentation list given below. View this concept from the lens of three different TA authors. Also state your understanding of this concept.

Question 10:

Here is a blank canvas for a question. Create your own question to demonstrate your TA learning. And your answer could take the form of poem, game, art-work, play, dream sequence, monologue, newspaper article, an interview... Needless to say, you have creative license here.

Scoring of written exam

Maximum marks for each question	12 (84 for seven questions)
Ethics and value Based thinking	5
Coherence	5
Presentation	5
Referencing	2
Total	100

The final score is divided by 2. The written examination will be declared 'pass' if the total score is 25 or more.

Criteria for assessment

- Awareness of a broad range of concepts
- Recognition of significance of concepts
- Change evidenced by reported behaviours
- Competence in application of theory
- Coherence and organisation of material
- Ethical position

The Oral Exam

The trainees will be asked to pick a chit from a box containing these topics. They will present the following in an impromptu manner:

- What their understanding of this TA concept is
 - How they applied it to their own lives and what difference it made to them
1. Ego states
 2. Transactions
 3. Games
 4. Rackets
 5. Drivers
 6. Injunctions
 7. Contaminations
 8. Stroke economy
 9. Life position
 10. Script analysis

Exam Submission & Exam Marking procedures

1. The first evaluation is carried out by the candidate's primary supervisor. He/she appraises the written examination to ensure it is in the appropriate format and of the required standard.
2. Once endorsed by the primary supervisor, the candidate sends the following documents, via an email (scanned copies), to the SAATA exam coordinator, using the email address: exams@saata.org.
 - Appendix II, the application form
 - Endorsement by the supervisor (Appendix III) that the requirements of hours and other criteria are met
 - Log of all training, supervision and other relevant hours
 - Proof of current and continuous SAATA membership for at least one year
3. If the requirements are met, the candidate pays the exam fee via an online transfer to the SAATA Bank account. This would be a consolidated amount, which includes the Application fee and the written examination fee. (Refer to the Fee Structure on Page 16). The fee for the oral exam can be paid later.
4. The candidate sends a soft copy (pdf) of the written examination to the SAATA exam coordinator (exams@saata.org), who then sends it to the examiner (The primary supervisor will not be involved in this process).
5. The examiner marks the written examination based on the criteria specified above and the detailed rubric provided (Appendix IV). The Consolidated Mark Statement (Appendix V) and feedback are e-mailed to the SAATA exam coordinator. The SAATA exam coordinator sends the feedback to the candidate.
6. The candidate is then invited to participate in the oral exam process. The candidate pays the fee for the oral exam and applies using the form in Appendix VI. In the oral exam he/she makes a presentation to a panel and receives feedback and scores based on criteria in the detailed rubric provided (Appendix VII)
7. If the total of the oral and written exam is more than 65, the candidate is considered pass. If the candidate is deferred, then the scores in both the written and oral are reviewed. The candidate needs to repeat only the part where he/she has scored 25 or less. That means if the candidate has scored 45 in the oral exam and 18 in the written, he/she has to repeat only the written exam.

Guidelines to the Markers

The main function of this section is to give examination markers consistent criteria for use in evaluation. They should bear in mind the following recommendations based on previous experience.

The candidate has invested a lot of him or herself in the written and oral exam, which the marker should respect no matter how the result will be viewed and judged. While framing comments, they should bear in mind the question: ‘How would I feel if I were the candidate or the candidate’s supervisor?’ Comments should provide specific areas of strength and weakness in the candidate.

The examination evaluation should not include any diagnosis of the candidate. Evaluation is an educational, not a psychotherapeutic process. The marker should avoid unqualified critical statements and unsubstantiated value judgments. Such words as ‘insufficient’ or ‘adequate’ do not carry enough information to give the candidate proper guidance to future progress. Remarks should specifically address the criteria of the scoring scale.

The examination evaluation should include positive strokes. If there is something that is unsatisfactory or if information is missing, the comments should be specific about what is expected, so that the candidate may learn something useful. The marker should address the candidate directly, making the evaluation respectful and I’m OK – you’re OK process, limit the feedback to three pages, make use of the numerical scoring scale and the guidelines provided in this manual.

Question 10 gives the candidate a creative license. In the answer, which could take the form of a poem or dream description etc) look for the following:

- Awareness of self
- Awareness of learning and change
- Link to a TA theory (optional)

Fee Structure

The exam fee per candidate is Rs.6000/-. The breakup of the fee is provided below.

Category	Amount
SAATA Admin fee	Rs.1000
Fee for written examination marking	Rs.1500
Fee for three oral examiners (One for written and three for oral examination)	Rs. 3000 (@ Rs.1000 per examiner)
Venue charges for Oral Exam	Rs.500

A minimum of 5 candidates are needed for an exam to be organized.

(Note: Some sections have been adapted from the ITAA Training & Examinations Handbook and customised to suit the SAATA region)

Ethics and Confidentiality

Preamble of Transactional Analyst

Transactional analysis professionals (Transactional Analyst) seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socio economic status, nationality, or other historically oppressive groups with Transactional analysis frame work. In addition, they will strive to increase their competence in methods that are known to be the best fit for the population(s) with whom they work. Transactional analyst principle methodologies of work are contractual and open communication

Transactional analyst is a professional continually seek out new and effective approaches to enhance their professional abilities and use techniques that are conceptually or evidence based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks.

Transactional Analyst professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients.

Transactional Analyst professionals hold a commitment to lifelong learning and continually advance their knowledge and skills to serve clients more effectively.

Process

All involved in the process are committed to the Transactional Analysis principles, develop and implement culturally sensitive knowledge, awareness, and teaching methodologies.

Markers know the limit and scope of the professional knowledge and offer services only within the scope of the expectation of the diploma i.e. knowledge, skill base, and competences scope of exam. Emphasizing the strength and developmental areas.

Markers seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

Marker and candidate adhere to ethical principles, institutional standards, and scientific rigor in the evaluation process. The process of evaluation is to be conducted as learning process. Both the Markers and candidates are learners with curiosity to know and share the knowledge of Transactional Analysis to each other. Any new experimentation and research takes into consideration cross-cultural bias and is reported in a manner that addressed any limitations and consent is obtained.

Markers recognize and acknowledge the contributions of students

The work of the educators giving the due acknowledgement by giving due referencing in case material, workshops, research, publications, and other related activities used in the exam process.

Markers /trainees are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all.

Supervisor to ensure the quality learning experience towards the goals of personal, professional, academic, career, and civic development. Minimise Harm is a the fundamental effort in this process. When trainee experiences potentially harmful events during the training process , Supervisor provide reasonable investigation and response as necessary to safeguard the Trainee from any probable harm.

Markers establish and uphold appropriate guidelines concerning student disclosure (confidentiality) of sensitive/personal information which includes letting students have fair notices of any self-disclosure activities(confidentiality) , allowing students to opt-out of in-depth self-disclosure activities(confidentiality when feasible, and ensuring that a mechanism is available to discuss and process such activities as needed.

Markers and Trainees make careful decisions about disclosing personal information in the examination process ,while using social media, knowing that they reflect the profession of Transactional Analyst . In addition, they consider how their public conduct may reflect on themselves and their profession.

Ethical

Markers are aware that in their relationships with candidates, power and status are expected to be from OK position yet Psychologically it is unequal power.

Markers are responsible to clearly define and maintain ethical and professional relationships with Candidates; avoid conduct that is demeaning, embarrassing or exploitative of students; and always strive to treat students fairly, equally and without discrimination.

Markers/ Trainers ensure students are familiar with, informed by, and accountable to the ethical standards and policies put forth by SAATA Supervisors , the course syllabus/instructor, their advisor(s), and the Ethical Standards of SAATA(note SAATA is aligned to ITAA and EAATA ethics this will be ethical policy for now to follow until SAATA ethics are formed)

The standard procedure for any ethical issues is to be followed by above mentioned organisation.

Confidentiality

The whole exam is a group process is to evaluate and award the Diploma all parties involved for this purpose are bound by confidentially

Confidential Information means the entire exam process and content of written and oral exams, whatever is shared in exams, except for the purpose set forth above

The markers and trainees agrees not to use the No Disclosure and agrees to use its best efforts to prevent and protect the Confidential Information, or any part thereof, from disclosure to any person other than legal or review of exam process or ethical charges having a need for disclosure in connection with authorized committee use of the Confidential Information.

The markers and trainees agrees to take all steps reasonably necessary to protect the secrecy of the Confidential Information, and to prevent the Confidential Information from falling into the public domain or into the possession of unauthorized persons.

Limits on Confidential Information. Confidential Information shall not be deemed proprietary and the Recipient shall have no obligation with respect to such information where the information:

- (a) was known to Recipient prior to receiving any of the Confidential Information from Discloser;
- (b) has become publicly known through no wrongful act of Recipient;
- (c) was received by Recipient without breach of this Agreement from a third party without restriction as to the use and disclosure of the information;
- (d) was independently developed by Recipient without use of the Confidential Information; or
- (e) was ordered to be publicly released by the requirement of a government agency.

Ownership of Confidential Information. Recipient agrees that all Confidential Information shall remain the property of Discloser, and that Discloser may use their learning and is willing to share their process for their learning. The recipient Confidential Information for any purpose without obligation to Recipient. Nothing contained herein shall be construed as granting or implying any transfer of rights to Recipient in the Confidential Information, or any patents or other intellectual property protecting or relating to the Confidential Information.

Term and Termination. The obligations of this Agreement shall be continuing until the Confidential Information disclosed to Recipient is no longer confidential.

Appendix I

Diploma in Transactional Analysis

Content Summary

History and Overview:

- About Eric Berne
- Development of Transactional Analysis
- Philosophical principles
- Transactional Analysis Organisations
- Fields of specialisation in Transactional Analysis
- Ethics
- Autonomy
- Contracting
- Script –definitions, formation, script matrix
- Script Analysis
- Drivers, Process script

Child Development

- Pamela Levin
 - Jacqui Schiff
- (Any one model)

Structural Analysis

- Ego states - Structural & functional models - diagnosis
- Psychic Energy & Cathexis, Executive Self & Real Self
- Boundary problems – structural & functional

Transactional Analysis Proper

- Transactions
- Strokes
- Time structuring
- Passivity; Symbiosis; Discounting

Game and Racket Analysis

- Game Analysis
- Racket Analysis

Script Analysis

- Life Positions

Appendix II

Diploma in Transactional Analysis Application Letter

Date:

To,
Training and Examination Committee
South Asian Association of Transactional Analysts
c/o Asha Counselling and Training Services
91, Krishna Colony, Trichy Road,
Singanallur, Coimbatore 641005 INDIA

Subject: Diploma in Transactional Analysis Examination

I have completed all the requirements for the examination towards award of the Diploma in Transactional Analysis. Please record my readiness to have my examination graded

I will send a copy of the examination and the examiner's fee of Rs. _____ to the SAATA office.

Enclosed please find

- a cheque/draft for Rs. _____ payable at Coimbatore to SAATA
- endorsement by the primary supervisor
- log of all training, supervision and other relevant hours
- proof of current and continuous SAATA membership for at least 18 months

Language of examination:

Candidate's Name _____ Candidate's Signature _____

Address _____

Email id _____ Telephone No _____

Appendix III

Diploma in Transactional Analysis Supervisor's Endorsement Letter

Date:

To,
Training and Examination Committee
South Asian Association of Transactional Analysts
c/o Asha Counselling & Training Services
91, Krishna Colony, Trichy Road,
Singanallur, Coimbatore 641005 INDIA

Subject: Diploma in Transactional Analysis Examination – Endorsement

Candidate's Name: _____

Primary Supervisor's Name: _____

As the candidate's primary supervisor, I certify that I provided training & supervision to the candidate from _____ (Date) to _____.

The candidate has completed

- i. _____ hours of advanced TA training (120 minimum)
- ii. _____ hours of TA supervision (8 minimum; at least 5 with primary supervisor)
- iii. _____ hours of TA training (if required as additional hours)
- iv. _____ hours : any other (please specify)

Total hours _____

As a result of my personal observation and evaluation, I believe the candidate has completed all the requirements for having his/her examination graded, including sufficient application of TA on self and interpersonal interactions.

I have read the examination and find it to be in the appropriate format and of required standard.

Supervisor's Signature _____

Supervisor's Name _____

Email id _____

Telephone No. _____

Appendix IV

Diploma in Transactional Analysis Scoring of Written Examination

Criteria for scoring each of the seven questions in the written exam

Criteria	Self-awareness	Change through TA learning	Relevance of concepts chosen	Clarity in theoretical understanding
Max. Mark	3	3	3	3
2	Awareness of many aspects of self and context	High degree of clarity in evidence of congruent change by reported behaviour	Most concepts appropriately chosen	High degree of clarity of all concepts discussed; well integrated
1-2	Awareness of few aspects of self and context	Evidence of change in some aspects by reported behaviour	Some concepts not chosen appropriately	Some clarity in understanding of most concepts, Superficial connection between concepts & application
0	Lacks self-awareness	No behavioural evidence of changes	No concepts chosen appropriately	Poor understanding of concepts, no connection between concepts and application

Overall Criteria (Totalling 16 marks)

Max. Mark	Criteria
5	Ethical and Value Based Thinking
5	Coherence
4	Presentation (neat, orderly, well laid out)
2	Referencing

Appendix V

Diploma in Transactional Analysis

Consolidated Marks Statement for the Written Exam

Detail	Maximum Marks	Marks Awarded							
		A1	A2	A3	B1	B2	B3	B4	
	100								
Self Awareness	3								
Change through TA learning	3								
Relevance of concepts chosen	3								
Clarity in theoretical understanding	3								
Total for each question	12								
Total for 7 questions	84								
Ethics and values based thinking	5								
Coherence	5								
Presentation	4								
Referencing	2								
Total	100								
Total on 50									

Examination Result (Tick one):

Pass

Defer

Examiner's Comments

Appendix VI

Application for Oral Exam

This form must reach the SAATA office no less than three months prior to the date of the oral examination.

Full name of candidate (print): _____

Date of examination: _____

Items enclosed:

- Evidence of passing CTA written exam (attach scanned copy of marksheet)
- Details of fee paid online. _____

Signature: _____

Date: _____

Appendix VII

Consolidated Marks Statement for the Oral Exam

	10	8	6	4	2	Score
Criteria	Highly Effective		Adequately Effective		Not Effective	
Demonstrated self-awareness						
Contracted with the examiners before the presentation						
Demonstrated clarity in understanding of the TA concepts						
Demonstrated self-confidence while presenting (OK-OK demeanour)						
Demonstrates integration and congruence while answering examiner questions						
Total						

Appendix VIII

Feedback from candidates

We would like you to share feedback with us after the exam on the following parameters:

The SAATA diploma exam

	True / False
Allowed me to consolidate and integrate learning from my first year in Transactional Analysis training	
Made it clear to me what was expected from me the first year of training	
Encouraged me to share my learning with others	
Was a joyful process (as opposed to being a daunting process)	
Gave me a sense of achievement	
Made me feel supported, rather than judged	
Created a context for open communication between me, my peers and my examiners	
Helped me see the value of professional standards	