



Training and Examination Handbook

Certification in
Transactional Analysis

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 which 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.

Objectives

For the Diploma

- To provide for experiential learning and understanding of the core concepts of Transactional Analysis
- To encourage application of the understanding to self and interpersonal interactions
- To promote the individual's problem solving skills and develop the ability to approach complex issues from a variety of perspectives
- To foster an attitude of professionalism, quality and ethical practice to the application of Transactional Analysis
- To develop the ability to select appropriate theoretical frameworks and apply them to practical situations
- To foster a commitment to ongoing study that will include current developments
- To assist in the development of independent learning skills to enable trainees to approach new issues and topics with confidence
- To facilitate an understanding of fields of specialisation and boundaries of the fields and levels of certification

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 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 a PTSTA or TSTA.
3. Group – where student presents and group act jointly as supervisors (with PTSTA or TSTA there to monitor and intervene if appropriate)
4. Peer supervision – where students supervise each other without a 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 student's
- 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.

Assessment Calendar

There is no fixed schedule for when assignments must be submitted, although from time to time dates may be announced for students to aim at if they wish to receive their awards on specified dates (e.g. associated with a conference).

Trainers are free to establish whatever schedules they wish, taking into account their own preferences, the design of their programmes, and what may best suit individual students.

SAATA Assessment for award of Diploma

Purpose of the Diploma Written 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.

Overview of written examination

The written examination consists of two sections.

Section A

Self-portrayal of the candidate and a report on the learning experience and personal development gained during Transactional Analysis training.

Section B: Theory and Literature

The candidate is to answer three questions on Transactional Analysis theory and practice from a set of seven questions.

The written examination can be written in any language for which examiners are available.

Anonymity

The written examination should be anonymous. There should be no indication in the text that might allow the candidate, the supervisor or trainer to be identified. This requirement is to protect the candidate. If the candidate identifies his/her training institute or trainer in the written exam, it will be automatically returned to the candidate. The identity of any individual client or organisation used as examples to illustrate application must be disguised.

Total length

The word limit is 6000 to 8,000 words i.e.1500 to 2000 per question. A word count should appear on the final page. Diagrams and bibliography not to be included in word count.

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

Section A: Self portrayal, learning experience and personal development

The candidate is to

- Portray himself/herself describing the personal and professional context relevant to understanding the learning experience and personal development.
- Highlight development during Transactional Analysis training reflecting on important learning experiences which were significant for personal/professional growth and change.
- Include the context in which you plan to further your journey with Transactional Analysis.

Section B:

This is an opportunity for the candidate to demonstrate

- Knowledge of Transactional Analysis theory and literature
- Capacity to conceptualise how to apply their learning of Transactional Analysis theory.

In writing this section, the candidate is expected to

- Answer three questions, choosing from the seven questions given below.
- Bring out reasons for choosing the concepts they write about.

- Define clearly the concepts, usually stating the original and any relevant later developments. They are encouraged to state their own position and compare it with their earlier learning.
- Acknowledge and clearly reference the source for all the material used. Use the format of referencing followed by the Transactional Analysis Journal.
- Demonstrate their understanding of the concepts by giving examples of their application of the same.

Questions for Section B:

1. What Transactional Analysis model or concepts do you use to understand interpersonal relationships and communication? Explain with specific examples how this influences your personal/ professional life?
2. What is the significance of contracting? How has the application of contracting enhanced your personal/professional life?
3. Which Transactional Analysis concepts do you use to describe recurrent patterns? Describe, with examples, the development of these patterns and how these can be changed.
4. What Transactional Analysis model or concepts do you use to understand the intrapsychic process? Explain how this has influenced you?
5. What Transactional Analysis concept do you use to analyse/ diagnose in your personal/professional context? How has this influenced your personal/professional life?
6. What Transactional Analysis concepts have you used in motivating yourself or others? Explain with examples.
7. What is your understanding of growth/change? Describe how Transactional Analysis concepts have been used to bring about growth/change in your personal/professional life?

Scoring of each Section and final evaluation

The sections are weighted as follows:

Section A: 20% Section B: 63% General Criteria: 17%

The written examination will be declared 'pass' if the total score is 65% 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

Exam Submission & Exam Marking procedures

1. Evaluation is carried out by the candidate's primary supervisor, in the form of an appraisal to prepare the written examination in the appropriate format and of required standard.
2. When it is in their opinion of passing standard, 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 and a half years
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 Examiner's fee (Refer to the Fee Structure on Page 12).
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 even if part of the committee and whose identity will be maintained anonymous).
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.
7. If the examination has passed, the SAATA exam coordinator sends the feedback to the candidate, who will then be awarded the Diploma by SAATA. The identity of both the examinee and examiner are still kept anonymous. SAATA Diploma Certificates will be awarded only at the next SAATA event (Conferences/ Multi Level Learning, etc). In case the candidates prefer receiving the certificate sooner than the event, a request has to be sent to (exams@saata.org), along with a fee of Rs. 500/-, paid to the SAATA office. The certificate will then be sent via courier to the candidate, within one month of the request being received.

8. If the examination has been deferred, the examination is rewritten, using the feedback from the examiner and the above steps 3 to 6 are followed after payment of the resubmission fee.
9. Alternately, the candidate may apply for a reevaluation along with the relevant fee. After reevaluation, the examiner sends the evaluation and feedback as per the procedure outlined in Points 6&7.

Guidelines to the Markers

The main function of this section is to give written 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 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 written 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 written 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.

Computation of marks after reevaluation

- If the difference of marks awarded by the two examiners is less than 20 then the average mark is considered to declare the candidate passed or deferred.
- If the difference in marks is greater than 20, the examination is sent for reevaluation to a third examiner. No extra fee is collected from the candidate.
- The third examiner sends the evaluation and feedback to the SAATA office
- The candidate is declared passed if any of the two examiners have awarded 65% or above.

Fee Structure

	Application Fee	Examiner's fee
Written Examination	Rs.1000	Rs.2000
Re-submission with minor changes/ clarification required by examiner	Rs. 200	Rs.2000
Re-valuation	Rs.1000	Rs.2000

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

Diploma and Advanced Diploma certificates will be distributed at a SAATA event like MLL or conference which happens after the candidate passes.

The candidate can also receive the certificate in absentia after this event by paying a fee of Rs. 500/-

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

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
- Script –definitions, formation, script matrix
- Script Analysis
- Drivers, Process script

Child Development

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

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 _____

FOR THE USE OF SAATA OFFICE ONLY

Name of the examiner _____ Mobile No. _____ Email id _____

Date of payment of examiner's fees _____ Date of receipt of exam _____

Date of dispatch of exam _____ Date of receipt of results, mark sheet _____

Date of Resubmission of exam (If any) _____ **Date of Revaluation** _____

2nd Examiner's name _____ Mobile no. _____ Email id _____

Date of dispatch of exam _____ Date of receipt of results, mark sheet _____

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 and scoring for Section A:

Self-portrayal, learning experience and personal development

This section is for 20 marks.

6 marks are allotted to each of the following criteria

- Self awareness
- Significance of Transactional Analysis learning
- Change through Transactional Analysis learning

And 2 marks for

- Plans to further your journey with Transactional Analysis

Criteria

Criteria	Self-awareness	Significance of TA learning	Change through TA learning	Plans to Further your Journey
Max. Mark	6	6	6	2
6	Very High degree of awareness of range of aspects of self and context	Very High recognition of significance of many aspects of learning	Very High degree of clarity in evidence of congruent change	
5	High degree of awareness of range of aspects of self and context	High recognition of significance of many aspects of learning	High degree of clarity in evidence of congruent change	
4	Awareness of many aspects of self and context	High recognition of significance of few aspects of learning	Some evidence of congruent change	
3	Awareness of some aspects of self and context	Some recognition of significance of few aspects of learning	Evidence of several aspects of change	
2	Awareness of few aspects of self and context	Little recognition of significance of learning	Evidence of change in some aspects	High degree of clarity & specificity in plans
1	Little awareness of self and context	No recognition of significance of learning	No evidence of change	No clarity or specificity in plan

Criteria and scoring for Section B: Theory and Literature

Three out of seven questions have to be answered. Each question is for 21 marks. For each question, marks are allotted for the following criteria as shown below.

- Theoretical understanding: 9
- Application to personal/professional Life: 12

Theoretical understanding

Criteria

Criteria	Relevance of concepts chosen	Width & depth of content	Clarity in theoretical understanding
Max. Mark	3	3	3
3	Concepts appropriately chosen; High recognition of significance	Comprehensive awareness of a broad range of aspects	High degree of clarity of all concepts discussed; well integrated
2	Concepts chosen reasonably appropriate; some recognition of significance	Reasonable awareness of some aspects	Clarity of some concepts / aspects of concepts
1	Concept not appropriately chosen; Little awareness of significance	Insufficient awareness	Lacks clarity in understanding of most concepts

Application to personal/ professional context

Criteria

Criteria	Integration of concept & application	Thinking	Change evidenced by behaviour
Max. Mark	4	4	4
4	All concepts discussed with high clarity, demonstrated by applications	High clarity in thinking; meta perspective taken into account	Change clearly evidenced by reported behaviour
3	All concepts discussed clearly demonstrated by applications	Clarity in thinking; meta perspective taken into account	Change clearly evidenced by reported behaviour
2	Connection between concepts & application plausible; reasoning difficult to follow	Some reflection	Change somewhat evidenced by reported behaviour
1	Little & superficial connection between concepts & application	Hazy superficial explanation of application	Change not evidenced by reported behaviour

Overall General Criteria

Criteria	Ethical & Value based thinking	Referencing	Coherence	Presentation
Max. Mark	5	2	5	5
5	Ethical position extremely clear & significant		Excellent Coherence, and well integrated	Excellent presentation and organisation of material
4	Ethical position very clear & significant		Very Coherent and integrated	Very well presented and well organised
3	Ethical position clear & significant		Coherent and quite integrated	Well presented and organised
2	Ethical position acceptable	Relevant, and accurate referencing	Somewhat coherent	Adequate presentation and organisation
1	Ethical position present yet inadequate	Relevant but insufficient referencing	Inadequate coherence	Inadequate presentation and organisation
0	Ethical position missing or unacceptable	No or irrelevant referencing	Lacks coherence	Lacks presentation and organisation

Appendix V

Diploma in Transactional Analysis

Consolidated Marks Statement

Section	Detail	Maximum marks	Marks awarded		
			B1	B2	B3
A	Self-portrayal, learning experience and personal development	20			
B	Theoretical understanding	9			
	Application to personal/ professional context	12			
	Total for each Answer	21			
	Theory and literature – Total	63			
C	Overall General Criteria (Total 17 marks)				
	Ethics & Value Based thinking	5			
	Referencing	2			
	Coherence	5			
	Presentation	5			
	Total of Section A, B & C	100			

Examination Result (Tick one):

Pass

Defer

Examiner's Comments
