11 THE TSTA EXAMINATION

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11.1 Introduction

Having attended a TEW, signed a TSTA training contract within one year after the endorsement of the TEW, and had it endorsed, the candidate enters a further training period to become a TSTA. During the training period the PTSTA can teach and supervise, and does so under the supervision of a certified TSTA. At the end of the training period the

PTSTA takes an oral examination before an international board of examiners. The PTSTA is invited to demonstrate their competence in the areas of theory, ethics, teaching and supervision within the context of ITAA's organizational structure. In every case the requirements apply to the field of application in which the candidate has already qualified and in which they seek TSTA status.

Some candidates may wish to qualify only in teaching (TTA) or supervising (STA). This implies that when they are qualified as such, they can provide accredited training and/or supervision but they cannot hold CTA contracts. To avoid unnecessary duplication of terms, in this section PTSTA is taken to include PTTA and PSTA and TSTA is taken to include the status of TTA and STA where appropriate.

11.2 Eligibility for examination as a TTA, STA or TSTA

11.2.1 Introduction

All candidates must:

- have a current training contract with IBOC or COC;
- be certified by IBOC or COC as a certified transactional analyst;
- have examined at least five times at different examination events (in person or through an online platform) during the period of their training contract;
- submit three letters of endorsement:
    - one from the current principal supervisor;
    - and two from other TSTAs who have supervised the candidate's work.

In addition, the candidate's principal supervisor must have examined in three TSTA examination venues during the TSTA training contract with the candidate.

11.2.2 Eligibility for examination as a teaching transactional analyst (TTA)

To be eligible for examination as a TTA, the candidate must fulfill the criteria set out in 11.2.1. The letters of endorsement must cover their teaching. In addition the candidate must have

- satisfactorily completed a training endorsement workshop in ethics, teaching and training, approved by IBOC or COC;
- 400 hours of experience teaching TA, within which must be included;
    - at least 30% of the required professional training hours in TA (30% of 300=90) in the field they want to be examined
    - 45 hours of teaching, which has been supervised by a TSTA, who is a member of EATA or ITAA, of which 20 hours must be 'live'. Live supervision can be done face to face or via an online platform. It needs to be in real time to afford moments of feedback during the sessions, providing a developmental experience for the trainee, rather than feedback on a recording after the event.
    - 'live' supervision endorsement of the first TA101 (see 12.4.2). Live supervision can be done face to face or via an online platform. It needs to be in real time to afford moments of feedback during the sessions, providing a developmental experience for the trainee, rather than feedback on a recording after the event.
    - Supervision of the TA101 is not counted as part of the supervision hours required.
- completed 100 hours of continuing professional education/development;
- given at least 12 hours of presentations at conferences and professional meetings, 6 of which must be at national or international meetings.

11.2.3 Eligibility for examination as a supervising transactional analyst (STA)

To be eligible for examination as a STA, the candidate must fulfill the criteria set out in 11.2.1. The letters of endorsement must cover his or her supervision. In addition the candidate must have

- satisfactorily completed a training endorsement workshop in ethics, supervision and training, approved by IBOC or COC;
- 400 hours of experience supervising TA in individual or group supervision, this must include:
  - a minimum of 40 hours of supervision each for at least two supervisees;
  - 45 hours of supervision, which have been supervised by a TSTA, at least 20 of which must be 'live'. Live supervision can be done face to face, via an online platform or via a recording.
- completed 100 hours of professional education/development.

11.2.4 Eligibility for examination as a teaching and supervising transactional analyst (TSTA)

To be eligible for examination as a TSTA, the candidate must fulfill the criteria set out in 11.2.1, 11.2.2 and 11.2.3. NOTE: the combination of Teaching and Supervision hours that need to be logged is 800, of which there will be at least 300 hours of Teaching and 300 hours of Supervision. The remaining 200 hours may be spread across Teaching and Supervision. Their letters of endorsement must cover both supervision and teaching. Though each letter does not have to include endorsement of both, both areas of expertise must be endorsed.

11.3 Supervision

11.3.1 Accredited supervision for the TSTA exam

At least 30% of a PSTA required supervision has to be with a TSTA in the candidate's chosen field. The remaining hours of supervision can be with a TSTA from another field.

Supervision may be the discussion of training or supervision with the supervisor or it may be 'live supervision'. For example, the supervisor may attend a training module and give supervision afterwards or the supervisor may supervise the candidate supervise another member of a supervision or training group. Live supervision can be done face to face, via an online platform or via a recording.

11.3.2 The supervision hour

In TSTA-led supervision groups, the trainee can count any hour with a supervisor in which they actively present work for supervision as one hour of supervision. In a group, each trainee can count all the hours of supervision, as long as they have actively presented their work; the trainee does not usually count supervision hours where they have been present during the supervision of other trainees, but have not presented work themselves. The total number of hours logged cannot exceed the actual hours spent in the supervision group.

11.4 PTSTA records of training and supervision hours

Throughout their period of training, the PTSTA is responsible for keeping an accurate record of all teaching and supervision activity and supervision received. The candidate's principal supervisor must periodically review this record, and it must be produced at the examination. Part of the principal supervisor's task is to ensure that the records are accurate. Copies of all documentation for this section are listed at the end of Section 11.

At one-year intervals after signing a TSTA training contract, the PTSTA and principal supervisor should each complete a PTSTA annual summary report and the PTSTA principal supervisor's annual summary report respectively. Copies of both these annual reports, for each year of training, should be taken to the TSTA examination.

11.5 Applying for the examination

Not later than six clear months before the date of the examination, the candidate should pay the examination fees, consulting their organization to check the procedures and amounts, and send the following to the IBOC Office:

- notification of their intent to take the TSTA, TTA or STA examination using the examination application form (see Section 12.11.4);
- the completed principal supervisor's certification form (see end of section).

11.6 Withdrawal from the examination

If the PTSTA withdraws from the examination after registration, by notifying the examination supervisor not less than two clear months before the examination date, the fee may be later transferred to a different examination. If less than two months notice is given the candidate may not reclaim or reuse the fee.

11.7 The examination

11.7.1 Introduction

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

- their PTSTA annual summary reports;
- evidence showing that they have paid the examination fees;
- their principal supervisor's annual summary reports;
- a curriculum vitae setting out their education, training and experience;
- three letters of endorsement (see Sections 11.2.2 and 11.2.4); one must be from the principal supervisor
- the principal supervisor's certification for the TSTA examination form;
- any additional documents to support how the candidate presents themself to the board (eg; training philosophy, supervision framework etc). It is up to each individual candidate to choose to include these, or not, should they prefer to share this in discussion with the board;
- the context sheet for the teaching section (if appropriate);
- equipment to record the examination; this is essential in the event of an appeal against the outcome of the examination (see Section 9.10 for appeal procedures); however, it is not a mandatory requirement, but no appeal can be made without a recording.

During the TSTA examination the candidate is invited to show that they:

- has a good understanding of TA theory and can
    - discuss it critically;
    - compare and contrast it with other models;
    - teach it competently;
- can adequately supervise CTA and PTSTA trainees;

- is ethical, responsible and reliable in their contacts with other people;
- has a good understanding of the workings of national and international TA organizations.

The TSTA examination consists of three sections:

A. Theory, organization and ethics
B. Teaching
C. Supervision

Including the time for scoring and debriefing, the theory section lasts approximately one hour 15 minutes. The teaching and supervision examinations take approximately two hours. When there is a translation, the time may be increased by up to 50%.

Candidates must pass the theory, organization and ethics section of the examination before they can proceed to take the teaching and/or supervision sections. So TTA candidates must pass section A before they proceed to section B, but are not examined in section C. STA candidates must pass section A, and then are examined in section C but omit section B. TSTA candidates must pass section A and are then examined in sections B and C.

11.7.2 Before the examination

- The TSTA candidate's briefing meeting is held usually the day before the examination.
- The examination supervisor will answer questions, explain the process, go over the scoring sheet, and tell the candidates about their rights.
- Four qualified and trained examiners are chosen by the examination supervisor to serve on the examination board and one of these is chosen as chair of the board. Exceptionally, when necessary, a board of three will be used.
- Examiners cannot be on more than three examination boards in one day.

11.7.3 The examination

A. Theory, organization and ethics section

The board examines one candidate at a time and

- reviews the file of documents that the candidate has presented;
- asks about the candidate's philosophy of training in relation to the training program/practice;
- asks questions to reveal the candidate's ability to think about advanced TA concepts and to compare and integrate TA theory with other models and approaches;
- evaluates the candidate's knowledge of national and international TA organizations;
- evaluates the candidate's sense of being an ethical professional;
- evaluates the candidate's ability to integrate all these aspects into a coherent approach to practice and to the development of transactional analysts.

When the board's questioning is complete, the board may discuss their scores.

- The candidate may call the process facilitator at any time up to the moment when the board members are ready to score. At this time, the chair will remind the candidate that this is their last opportunity to call the process facilitator, and give them the choice of leaving or staying in the room. After this point, only a board member can call the process facilitator.

- The board will evaluate the candidate, using the TSTA examination scoring sheet (Form 12.11.7)

B. Teaching section

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

- demonstrate their style and philosophy of teaching and training;
- give a rationale for their teaching methods.

B.1 Before the examination

The candidate will have prepared:

- a teaching demonstration of 20 minutes' duration on a topic they have chosen from, or which is clearly related to, TA theory and practice; NOTE: Candidates can choose, and this is actually recommended, to prepare a 30 minute piece of integrated learning rather than 20 mins plus 10 mins of questions;
- a sheet of A4 paper giving the following information:
  - where this piece of teaching would fit in the overall training program, and in the specific teaching day(s) of which it is a representative segment;
  - who the participants would be;
  - at what level or stage the participants would be in their training.

The board will meet just before the beginning of the examination and will read through this information sheet.

B.2 During the examination:

- The chair will invite the candidate into the examination room and welcome them.
- The volunteer audience enters the room at the start of the examination and can stay during the whole examination process or until the end of the second teaching. This is to be decided by the candidate.
- When the candidate, the board and the audience are ready to proceed, they will begin with a dialogue between the candidate and the board, in which the candidate will be invited to speak briefly to the board about their
  - training philosophy, that is, the professional or ethical values and principles that guide their choice of training program structure or training methods;
  - preferred theoretical models of learning, which may be drawn from TA or from other fields of theory;
  - choice of teaching methods, both in their overall training program and in the teaching demonstration to be presented during the exam.
- This initial period of discussion should last for between five and ten minutes, though it may be extended at the discretion of the chair.
- In this initial discussion the examiners seek to get an initial framework within which to assess the practical demonstration, i.e., they will measure what the candidate actually does in the teaching in terms of what the candidate says that they do.
- The candidate will then present their twenty-minute teaching demonstration to the audience and the board. NOTE: The candidate can choose, and this is actually recommended, to integrate the ten-minute question time into the teaching so that it becomes a 30-minute learning experience.

  - The teaching demonstration should be representative of an actual session in the candidate's training practice and should be congruent with the candidate's expressed theoretical model or models of learning.
- Normally the demonstration will include methods of interaction other than formal lecturing, e.g., question and answer, brainstorming, and brief experiential exercises.
- The methods chosen for the demonstration should be such that the board has plenty of opportunity to see the candidate in action as a teacher. It is the candidate’s responsibility, and part of their skill, to choose teaching methods that will fully demonstrate their teaching skills in the twenty/thirty minute time slot available.
- If the candidate has chosen to separate the teaching and questioning time slots, there will be a ten-minute time slot during which the audience members, but not the board members, may ask questions related to the topic taught and its relationship to other aspects of TA. In choosing their questions, the audience members are invited to be themselves as far as possible and not to role-play trainees of any particular level of experience. The candidate may choose to integrate the questions into the teaching so that the teaching session lasts for thirty minutes in total.
- When the ten-minute question time or when the 30 minute integrated learning experience is complete, the board members may ask questions of the candidate. However, the board may choose to save the questions until after the TA101 teaching. These questions will be about the theory, philosophy and methodology of the candidate's teaching and/or training activity, including the organization of the candidate's training program, and any other matters that the board deems pertinent to the assessment of the candidate's readiness to be certified as a teaching transactional analyst.
- During this period of questioning, board members are free to ask the candidate questions about the content of their teaching demonstration if the board member in question sees such questioning as especially important in their final evaluation of the candidate. However, the board chair is to ensure that the board's questions during this period focus principally on teaching philosophy, rationale and methodology.
- The chair of the board offers the candidate a container in which the TA101 topics are each written on slips of paper (see Section 12). The candidate chooses one at random. They then have up to two minutes to prepare, after which they will teach the topic to the audience. The candidate will have a total of 10 mins to demonstrate interactive teaching and responding to questions, ensuring that they competently demonstrate knowledge of the topic received.

  NOTE for ONLINE EXAMINATIONS:

  - The TA101 element of the examination will be managed by an application called Pickerwheel (an example of a provisional option can be found here: https://pickerwheel.com/) which has been adapted to include all the TA101 topics and will be operated by the chair of the board at the appropriate time in the exam.
  - The 101 Teach is intended to show the capacity of the candidate to be spontaneous and competent with the 101 topics.
    Therefore, prepared presentations, electronic or otherwise, and use of notes in the 101 teach are not permitted. Creation of a diagram, for example, in the moment, using appropriate technology is possible.

- When this is complete, the board may choose to ask further questions, for example, relating to teaching methods.

- When the board's questioning is complete, the board may discuss their scores.
- The candidate may call the process facilitator at any time up to the moment when the board members are ready to score. At this time, the chair will remind the candidate that this is their last opportunity to call the process facilitator, and give them the choice of leaving or staying in the room. After this point, only a board member can call the process facilitator.
- The board will evaluate the candidate, using the TTA examination scoring sheet (Form 12.11.8).

C Supervision section

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

C.1 The supervision exam

- The chair will invite the candidate into the examination room and welcome them.
- When the candidate, the board and the supervisees are ready to proceed, the examination will begin with a period of dialogue between the candidate and the board in which the candidate will be invited to speak briefly to the board about their supervision style and the professional and ethical values that guide their supervision.
- The candidate will then be asked to supervise two trainees for a maximum of 20 minutes each, (longer if the examination is being translated). The supervisees will be:
  - an educational, organizational, counselling or psychotherapy trainee, whichever is appropriate to the candidate's own specialty, who may bring a recording;
  - a provisional teaching and/or supervising transactional analyst (PTSTA), who will be presenting a problem which they have as a supervisor or trainer.
- IBOC suggests that the second supervisee is not present during the first supervision to avoid bias. The supervisee can remain in the room until the end of the whole examination process or until the end of each supervision piece. This is to be decided upon by the candidate.
- If the board so wish, they may further question the candidate about any aspect of these supervisions, either between the two supervision sessions or after the second session. Scores are not given to the candidate in between the two pieces of supervision. However, feedback may be offered regarding competencies that may not have been evident and that should be demonstrated in the second piece of supervision.
  - When considering the scoring of the supervision exam the board members must take account of both the live supervision process and the de-briefing by the candidate in speaking to their practice. To emphasise this point, assessment should not be given solely on the twenty minute live process, but reflect an overall evaluation of their confidence and competence as a reflective supervising practitioner.
- When the board's questioning is complete, the board may discuss their scores.

- The candidate may call the process facilitator at any time up to the moment when the board members are ready to score. At this time, the chair will remind the candidate that this is their last opportunity to call the process facilitator, and give them the choice of leaving or staying in the room. After this point, only a board member can call the process facilitator up until the moment when the examiners vote to pass or defer.
- The candidate will then be scored on the STA scoring sheet (Form 12.11.9).

11.8 The scoring procedure

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

- When the board is satisfied that they have sufficient information to score and vote, the scoring procedure begins:
  - the chairperson informs the candidate that this is their last opportunity to call the process facilitator; after this, only a board member can call the process facilitator;
  - each board member does his or her own scoring;
  - there may follow a discussion if the board members wish;
  - board members may revise their scoring;
  - the scores are called out;
  - the chairperson collates the scores on their score sheet;
  - the chairperson informs the board members that this is their last opportunity to call the process facilitator;
  - board members vote to pass or defer.
- The scorings are to be used as a guide and the judgment of the examiners is the final decision. However, the candidate will be deferred if:
  - two or more examiners vote to defer;
  - OR there is a rating of 1 from all examiners on any one scoring scale.
- If none of the above applies and three or more examiners vote to pass (or two in a three person board), the candidate is passed.
- The candidate is asked to write their comments about the examiners on the examiner evaluation form provided by the examination supervisor immediately after the examination.

11.9 Guidelines for examiners in the TSTA examination

TSTA examiners should

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

  - What other theories about teaching adults are you aware of?
  - How do you use them in training?
  - What sort of diagnostic process do you use during a supervision session with a trainee?
  - If you were to be the next President of ITAA, or your national organization, what is one important goal that you would have for that organization?
- give feedback after every question that indicates to the candidate how they are evaluating their response; if the candidate answers a question incompletely or inaccurately, they must tell them what answer they were looking for;
- look for the strength and competence in the candidate, and discuss or explain the potential problem areas revealed by the answers;
- ask positive questions like "Will you please explain that to me?" or "Will you please tell me more about that?" and avoid the use of non-specific negative phrases such as "I am concerned about . . .";
- not get locked into following a line of questioning in an area that the candidate obviously does not know; it is OK for the candidate to say, "I don't know" occasionally.;
- be willing to listen and understand from the candidate's frame of reference. TA can be used in many ways; a candidate may do things differently from the way the examiners may do them, but what is important is that they are able to explain and support the underlying thinking;
- not teach or supervise either the candidate or the supervisees in the supervision section of the examination; they have no contract to do this;
- pay attention to the other members of the board, giving feedback and support, as well as letting them know what is going on for themselves.

Timing of examination process (see 11.7.1):
- The theory section lasts approximately one hour 15 minutes. The teaching and supervision sections take approximately two hours each. With translation the time may be increased by up to 50 percent. Towards the end of the exam, board members should reflect on whether they have all the information they need to score the candidate and discuss further steps among themselves.
- If toward the end of the allocated time, the conclusion of the examination is not yet in sight, the board should reflect on the examination process and consider calling the process facilitator.

11.10 Guidelines for supervisees in the supervision section of the TSTA exam

IBOC expresses thanks to potential supervisees for being available and interested in participating in this process. Here are some guidelines that may help them in performing this important task:
- Supervisees should be aware that the main focus is on the examination and the candidate. They should use this opportunity to learn something and to get some free supervision from a supervisor they do not know well.
- They should bring an issue they are interested in solving – in other words, a real question, not a role-play.
- They should bear in mind that the examination supervision will be limited to a time slot of 20 minutes. It is, of course, the job of the candidate to show that they can

handle this time boundary in the supervision. However, to gain the maximum benefit for themselves, supervisees should bring a supervision issue which they believe can practicably be handled within twenty minutes.

- Similarly, it is the candidate's job, and not the supervisees, to invite a clear contract for the supervision and to see that the contract is fulfilled. But, for their own benefit, supervisees may wish to give some thought in advance to what it is they want to get out of the supervision.
- Supervisees should remember that the candidate is an experienced supervisor, even though they are in a somewhat stressful situation. Hence, they should not set out to, for example, rescue the candidate, but be real, and treat the examination supervision as they would treat any other supervision session.
- Supervisees who are CTAs or CTA trainees should bring an issue from their practice that is in the field of application of the supervisor. The aim of this part of the examination is to evaluate the candidate's supervision of a practitioner.
- Supervisees who are PTSTAs should bring an issue relating to their own training or supervision. This part of the examination aims to test the candidate's ability to supervise a trainer and/or supervisor.
- If the examination is conducted through a translator, supervisees must allow time for the translator to do his or her job, particularly if they are conversing in the same language as the candidate, or if there is an examiner on the board who speaks a different language. The need for translation slows down the process considerably. It has the potential to get in the way of a supervisee’s thought processes or spontaneity. However, it also offers extra time for consideration and integration.
- The case brought, as well as the content and process of the supervision during the examination must be treated with strictly the same confidentiality about its content, the supervisor and the others present as in any other supervision session.

11.11 The functions of the chairperson, process facilitator, observer, and translator

(See Section 9.)

11.12 Partial completion

If the candidate passes the first section of the examination (theory, organization and ethics) but is deferred in the other two sections, they will have until 31st December of the following year to complete at least one of the other sections. If the time limit is exceeded, the first section must be repeated when the candidate re-presents for examination. A candidate, who passes the first section and one of the others, may present for the third examination at any time in the future.

11.13 Appeals

The same rules apply as in Section 9 of the handbook.

11.12 Documentation

List of TA101 Topics for Teaching Examination (12.11.1)
PTSTA Annual Summary Report (12.11.2)
PTSTA Principal Supervisor’s Annual Summary Report (12.11.3)

TSTA Examination Application Form (12.11.4)
Acknowledgement of Items Received for TSTA Examination (12.11.5)
Principal Supervisor's Certification TSTA Examination (12.11.6)
TSTA Scoring Sheet Theory, Organization and Ethics Segment (12.11.7)
TSTA Scoring Sheet Teaching Segment (12.11.8)
TSTA Scoring Sheet Supervision Segment (12.11.9)
TSTA Contract (12.6.2)
Examiners Evaluation Form (12.7.13)
Examination Supervisor's Report (12.7.4)