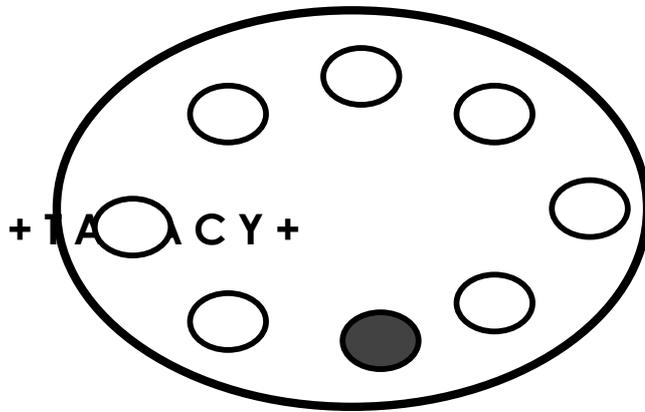


# Transactional Analysis Proficiency Award for Children & Young People



Please contact us if you need this document or other TAPACY materials in a large print format; we will also do our best to assist if audio or braille is required.

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## Introduction

The TAPACY - Transactional Analysis Proficiency Award for Children and Young People – has been designed specifically to support learning centres that want to help children and young people to communicate and have better relationships. TAPACY operates through a process whereby the children and young people learn and apply various TA concepts, produce portfolios of evidence and undertake a process of peer and adult assessment.

The TAPACY is not centred around a pass or fail system; instead the emphasis throughout the scheme is acknowledging the involvement of young people in an TA-based learning process. Therefore the focus of accreditation is on process not outcome – there is already an emphasis on outcomes in the contemporary education system in the UK and the TAPACY is intentionally distinctive in this respect. Although the scheme is ostensibly about celebrating student learning, TAPACY is also intended to creatively subvert conventional approaches to schooling. In other words, taking part in the award gives educators an opportunity to experiment with more radical approaches to learning.

The TA can be learned in a variety of ways and from a range of sources. It is not essential that those teaching the TA are professionally accredited. However, the moderators, acting on behalf of IDTA, will have met stringent criteria under the international TA accreditation processes so that the TAPACY scheme ensures consistent, values-based practice

## Principles

The TAPACY is underpinned by the values, principles and intentions of the IDTA;

<b>TA Philosophy</b>	<b>IDTA Principles</b>	<b>IDTA Intentions</b>
An intrinsic value of humanity – that people are essentially OK	Transparency	Establish multi-level, multi-party contracting
Each person has the capacity to think – consider options and make decisions	Political Awareness Co-creativity	Mindful of the proper use of power Curious about possibilities
That change – learning, growth is possible	Promote Growth	Taking TA into mainstream arenas

The assessment and accreditation of the TAPACY is underpinned by a series of core assumptions:

- Learning TA helps children and young people to build better relationships and communicate better
- Teaching and learning are interchangeable activities - not prescribed roles
- Learning is an incremental and evolutionary process – not a journey with a single destination or outcome
- Individuals learn in different ways and have different preferences for demonstrating what they have learnt
- Learning takes place within a context that can enable individual potential to be realised
- Adults delivering sessions establish a relationship based on learning alongside children and young people
- Genuine learning is about creating unique understandings and insights which arise

through exploration between teacher and learner

Consequently, the emphasis throughout the TAPACY process is on promoting the centrality of the learner and the process of learning. It is assumed throughout that the context of learning will be permission giving and promote diversity and inclusion.

## Equality of Opportunity and Inclusivity

The following extracts from the IDTA Policy on Equality of Opportunity and Inclusivity are included here as they apply directly to the TAPACY Scheme; the IDTA expects all involved to adhere to this policy regardless of membership of IDTA. The full text can be viewed at [www.instdta.org](http://www.instdta.org) or by request to IDTA.

1.1 Equality of Opportunity means that IDTA is positively committed to promoting equality within the provision of access to services, supervision and training regardless of race, ethnicity, culture, age, religion, gender, class, sexual orientation, disability, health status and having dependants.

### 3. Inter-Cultural and Anti Oppressive Practice

3.1 We live nowadays in a multi-cultural society with many differences of race, ethnicity, class and religion as well as differences of age, gender, sexual orientation and disabilities, leading to rich and complex diversity.

3.2 TA practitioners are required to commit themselves to an understanding of the meaning of diversity and acknowledge the impact of different cultural experiences on themselves, their clients and their work.

3.3 The IDTA acknowledges that discrimination exists and adversely affects access to services and life opportunities. Many people experience prejudice and discrimination on the basis of their race, ethnicity, culture, age, class, religion, gender, sexual orientation, disability, health status and having dependants.

'Discrimination' manifests itself in many forms, from the overt discrimination experienced by people with disabilities when faced with obstacles which exclude them from accessing services, to the more subtle attitudinal barriers, which may exclude a variety of groups of people from employment and impact on the quality of service received.

3.4 Many forms of discrimination are unlawful. However more subtle forms of discrimination continue to affect many people. TA Practitioners are in a position of responsibility with regard to those with whom they work. It is expected that all relationships arising out of TA practice will develop on a professional, caring and non-discriminatory basis.

from IDTA Equality of Opportunity & Inclusivity Policy : Addendum

As proponents of TA, the IDTA recognise that much of the early literature was written in the 1950's and 1960's at a time when there was little awareness of the impact of discriminatory language. Berne, the founder of TA uses many terms which would be unacceptable if he were writing today. It is of course impossible to study TA without becoming familiar with the writings of the founder and other authors of that era. We emphasise that TA has moved on since then and that the IDTA is committed to developing a TA community that embraces Equality of Opportunity and Inclusivity. In line with this commitment, we note that much early TA literature used discriminatory labels and concepts. Such literature, if used sensitively, provides a valuable resource for training to explore and challenge discriminatory labels and concepts and move to best practice.

3.5 TA practitioners have a responsibility to recognise the reality of difference and of discrimination and prejudice in society and within the profession. Practitioners are responsible for addressing and challenging discrimination.

3.6 The IDTA is committed to the understanding of Equality Issues and to the implementation of the Equality of Opportunity and Inclusivity Policy.

## **TAPACY in Action: Illustrative accounts**

The following case studies are offered to illustrate possibilities for running the TAPACY scheme. Note that learning centres can decide for themselves how they approach running the scheme - the examples given below are not meant to be prescriptive and are certainly not the only possible formats.

### **Case Study 1: Primary School**

A primary school decided to target the TAPACY with pupils who were already experiencing difficulties. Five Year 6 children were involved, all of whom had experience of exclusion, poor attendance and struggles in relationships with staff and peers. The group were already being worked with by a learning support assistant and a teacher. The work towards the award took place over two months and comprised of one-lesson sessions and occasional longer sessions. In the latter stages each child worked with a Year 5 'buddy' and these then became the forerunners of a subsequent group.

### **Case Study 2: Secondary School**

A Year 7 tutor introduced the TAPACY to her tutor group. Over a series of sessions spanning a term all of the class had the opportunity to create their TA Toolkit. No pupil was obliged to complete the scheme whilst those who were interested completed their range of evidence. The award provided a general framework for tutor group sessions without prohibiting opportunities to introduce other non-related activities.

### **Case Study 3: Pupil Referral Unit (PRU)**

A PRU decided to use the scheme to prepare a group of Year 9 students for reintegration back to mainstream school placements. All of the young people has experienced mental health difficulties and were subject to specific intervention from specialist agencies. The group of six students covered the scheme in weekly 2-hour sessions covering two months. This was a good example of how developmental rather than psychotherapeutic TA can be used.

## The Stages – an Overview

1. Optional – find other learning centres to engage with (this may be done later and/or via IDTA)
2. Contact IDTA to express interest and be contacted by a moderator
3. Agree ‘contracts’ with all parties (note: children/young people must be given the right to opt out of the TAPACY process as TA learning cannot be imposed)
4. Arrange for children/young people to learn TA (this may already have been initiated before step 1)
5. Children/young people collect evidence of their understanding and application of TA concepts and collate a portfolio
6. Children/young people collaborate to provide peer assessments that are added to portfolios
7. Adults (teachers, parents, etc) also provide assessments or other evidence that can be added to portfolios (see page below)
8. Arrange moderation session/exchange visit to be attended by children/young people and appropriate adults from more than one centre
9. At end of moderation session, moderator gives awards to successful learners and provides feedback to learning centres identifying strengths of approach and ideas for developing the award with future groups

## Assessments and Portfolio Building

### *Self Assessment*

In order to progress to the TAPACY, children and young people need to have followed a series of learning opportunities about core TA ideas. Programmes for learning can be created by individual centres – there are no prescribed lessons or activities. However, a range of core concepts must be covered and youngsters will be expected to demonstrate their understanding and application of at least six TA concepts.

The following is not a complete list and is included here for guidance on the level at which TA theory may be regarded as a concept for TAPACY purposes

**Ego-states      Drama/Winners Triangles      Affirmations**  
**Transactions      Scripts      Strokes**  
**Time Structuring      Working Styles/Drivers**  
**Windows on the World/ Life Positions      Rackets**  
**Contracting      Discounting/Steps to Success**

The emphasis in the award is on understanding and application. Learners can be encouraged to draw from their experiences in and outside of the classroom. They should also be encouraged to provide a range of types of evidence. Possibilities might include:

Written accounts, worksheet responses, drawings and diagrams, video footage, photographs, paintings, models, clay work, craftwork, audiotapes, work based on TV/media stimulus, web-based responses

Individuals can use evidence to demonstrate both understanding and application – for example by telling a real story of a playground incident a young person might identify Drama Triangle positions and explain Winning Triangle solutions; this would show

understanding and application.

When learners have created an item of evidence – regardless of its format – they will include it in their portfolio and list it on a contents page at the front. This is to ensure the learner presents their understanding and application in a way that makes it easily seen by the moderator and others.

### *Peer Assessment*

In addition to having evidence of individual assessment, learners are encouraged to build up evidence provided by their classmates or fellow students. This evidence can again take different formats, for example through audio/video footage and/or written accounts.

When individuals offer evidence for peer assessment, they and the recipient will note this on their portfolio contents pages. One copy will be given to the person they are supporting and the second will be kept for their own evidence portfolio.

The moderator will take into account how frequently the children and young people have the opportunity to offer positive strokes to one another by way of peer assessment as this is related to the learning culture created at the centre.

### *Adult Assessment*

A final source of evidence to support the progress of individual learners is through adult intervention. It is generally assumed that the majority of evidence for individual children will be derived from their own and peer observations. Adult evidence is expected to be a supplementary source. In some situations, adults may need to be more proactive in encouraging youngsters to generate their own and peer assessment evidence.

Adult evidence can be in a range of formats and on each occasion needs to be listed and included in the individual learner's portfolio.

## **The Moderation Session and Awards**

When a group of students from the TAPACY cluster have built up a range of materials, a moderator visit can be arranged. The purpose of the session is threefold:

- To endorse the learning of children and young people
- To report on the impact of the learning on the policy and practice of the learning centre
- To encourage networking between practising centres and hence stimulate more learning

It is expected that the moderation visit will involve adults and young people from at least one other participating learning centre. The visit is expected to take at least a half-day session. The process will include:

- A review of available individual, peer and adult based evidence material
- Discussions between adults and children/young people involved in learning about TA
- the awarding of individual proficiency badges and certificates (for which purpose a list of potential candidates will be provided to the moderator at least two weeks before the planned moderation session)

Following the moderation visit a report will be provided which records:

- observations about the range of evidence provided to support individuals' learning and insights
- observations about the wider impact of TA on the policy and practice of the learning centre
- a record of individual learners gaining the award

## Contracting Aspects of the TAPACY

Contracting is a key element of TA, where much attention is paid to ensuring that all parties are aware of their relative rights and responsibilities, have freely committed to take part and understand how their involvement relates to the involvement of the other parties.

In terms of the TAPACY a number of observations are offered based on the initial experience of running the scheme:

1. The scheme operates across a cluster of learning centres. These need not be geographically located although this has more often been the case. Individual centres must clarify with one another the extent to which the cluster will operate. In some cases this has been light touch and schools have had minimal contact prior to the final moderation session. In other areas TA support sessions have been run during the running of the scheme providing opportunities for staff to network, share ideas and report on progress. Finally, in some cases schools within a cluster organized exchange visits so that pupils could meet each other and see work in progress prior to the moderation.
2. It is important to identify and clarify the practical arrangements for running the scheme at the outset. There are costs associated with the scheme and it should be clear where funds will be sourced and/or divided across the partners involved. In addition, the moderation session is likely to involve transport, additional staffing and timetable considerations. These must be raised at the outset of the process.
3. Staff involved in the training and/or support of the TAPACY delivery staff cannot also be moderators. The IDTA costs do not include any training or support input,
4. Cluster partners will need to consider contracting within their respective institution. Whilst delivery staff may be clear in their contract with groups of TAPACY students it is critical that other staff are aware that the scheme is operating. Furthermore, TAPACY can only be undertaken where school leadership teams are in full support of the scheme. *This award is not viable in circumstances where there is only a bilateral contract between a member of staff and a group of children.*
5. Following on from the above, parents and carers must be informed of their child's involvement in TAPACY. Individual students and parent/carers must 'opt in' to involvement – it cannot be mandated.
6. The IDTA undertakes to oversee the running of the TAPACY scheme. This includes maintaining details of participating learning centres and holders of the TAPACY, and appointing recognised moderators against criteria based on international accreditation standards for TA professionals.. The IDTA will also administer the financial aspects of the scheme and provide certificates and badges.
7. Moderators have a responsibility for ensuring due regard is given to the TAPACY process. They are responsible for drafting a formative report for learning centres and liaising with the IDTA about individual visits. The moderator will undertake to be

available in the preparation for the moderation session. They are also responsible for running the final moderating workshop.

8. The Learning Centre is responsible for ensuring there is sufficient material to be reviewed at the moderation visit. This will also include planning and ensuring the release of key staff and children during the process. Centres are also responsible for ensuring that written parental permission is granted for photography and video recordings taken during the scheme and moderating session.

## Procedures for centre participation

Once a learning centre cluster has made contact with the IDTA, a moderator will be appointed to guide the centre through the process. A cluster of centres can be any composition – e.g. cross-phase schools, PRU and mainstream centres, play/youth work provision, voluntary sector. It makes the process easier to manage if the centres are based in the same locality but this is not a pre-requisite for being involved. The cluster will nominate a single point of contact who will communicate with the IDTA, the moderator and with other centres within a cluster.

Following initial negotiations, the moderator will give guidance on the establishment of appropriate contracts:

- within learning centres, for agreement with students, lead adults, parents/carers, etc as appropriate
- between learning centres and with the IDTA and the moderator themselves. Such contracts will be in written form and will be signed by a representative of the IDTA, the learning centre manager(s)/head teacher(s) and the moderator.

The moderator will make a commitment to provide direct and correspondence support from initiation of the scheme within a learning centre until the completion of the moderation session and production of the final report. The moderator will make available to learning centres various TAPACY materials, including:

- TAPACY flier for learners
- Learner's Guidance on creating the TA Toolkit
- Moderation session guidance

## Moderators

Moderators will be appointed by the IDTA on the basis of the following criteria:

- The moderator has professional experience of working within a learning environment
- The moderator has direct experience of working with children and young people
- The moderator is a contracted member of the IDTA and subject to its respective policies and code of conduct
- The moderator is engaged in continuing professional development in TA, including ongoing supervision with internationally qualified TA trainer/supervisor

The IDTA will maintain a list of moderators and undertakes to ensure quality assurance through regular monitoring and feedback by centres of individual moderators.

Where a moderator is employed (e.g. within a school) then the IDTA will expect to establish a specific three-party contract between employing organisation, moderator and IDTA itself to cover the role of the moderator, separate to any contracts between

that moderator, the IDTA and other learning centres. Note that moderators may not act as moderators in their own organisations or where they have been providers of the TA training to students that forms the basis for the TAPACY Awards.

### **Costs and invoicing arrangements**

The TAPACY is not operated as a commercial activity and the IDTA determines moderation fees to ensure a consistent and 'at cost' rate. These rates may, therefore, change over time. At January 2009, they are as follows.

For clusters comprising under 5 learning centre partners;

£5 per student achieving TAPACY  
£300 moderation fee  
Moderator expenses, eg. travel

For clusters comprising 6 or more learning centre partners;

£5 per student achieving TAPACY  
£600 moderation fee  
Moderator expenses, eg. travel

### *Invoicing*

All costs may be subject to VAT; in that case VAT invoices will be issued.

The IDTA will invoice the cluster representative for the total fee immediately after the completion of moderation. Cluster representatives are responsible for issuing appropriate purchase orders in good time where these are required by their organisation.