



EATA

EUROPEAN ASSOCIATION for TRANSACTIONAL ANALYSIS

----- PTSC ----- TELEGRAM ----- PTSC ----- TELEGRAM ----- PTSC -----

To: all TSTAs, PTSTAs, CTA Trainers and 101 Instructors from PTSC

N° 32 – October 2014

*The Professional Training and Standards Committee (PTSC) of EATA addresses this bulletin to all TSTAs, PTSTAs, CTA Trainers and 101 Instructors who are members of EATA. With the PTSC Telegram we want to inform you about new developments and decisions concerning training, exams, standards, regulations, etc. **Please share this information with your trainees and your colleagues.***

The PTSC Telegram will appear at irregular dates, whenever important decisions have been made by the EATA PTSC or COC. You may choose to collect the Telegrams for your personal memory. On top of the first page you will find the number and date of publication.

Please be aware that the PTSC Telegram is not an alternative to the EATA Newsletter, but offers specific information which you sometimes may also find in the other papers.

Address requests or comments to: Elyane Alleysson, PTSC Chair, e.alleysson@gmail.fr or EATA c/o Marianne Rauter, Silvanerweg 8, D-78464 Konstanz. Telephone: 0049-7531-95270. Fax 0049-7531-95271, eMail: EATA@gmx.com

Members of PTSC: *Elyane Alleysson (Chair of PTSC), Sue Eusden (Chair of COC), Eva Acs, Andreas Becker (Deutschland), Maya Bentele, Dominique Gérard (Belgium), Mara Scoliere (Italy), Elena Soboleva(Russia)*

Members of COC: *Sue Eusden (Chair of COC), Elyane Alleysson (Chair of PTSC), Alessandra Pierini (Supervising Examiner), Armelle Brunot (France), Jacqueline van Gent (Netherlands), Barbara Repinc Zupanic (Slovenia) Anette Dielmann (Germany), Kerstin Stockhem (Sweden).. Welcome to new members joining in Berlin: Lynda Tongue (UK), and Peter Rudolph (Germany).*

Anette Dielmann and Kerstin Stockhem have ended their terms as delegates and sadly left COC in Berlin, July 2014.

Dear Colleagues,

This Telegram is informing you about the news regarding training and certification coming from the PTSC/COC meetings in Milan, March 2014 and in Berlin, July 2014 and in San Francisco, August 2014.

In Telegram 31 (September 2013) we gave you the information about our work in Osaka in order to establish common principles and requirements for the training and certification

processes between EATA, ITAA and FTAA. This year, in San Francisco, the delegates of the three associations had the pleasure to sign the constitution which make official our collaboration inside the body called "Transactional Analysis World Council of Standards" (TAWCS).

THE FRAME OF THE 101 TO BE 101 INSTRUCTOR

The actual frame of the 101 to be 101 instructor is:

- the course 101 must be a minimum of twelve hours long.
- the supervision must be live supervision.

We decided to give the following precision about the teaching of this special 101:

- "The whole 101 must be led by the trainee, whatever length. The teaching must be led solely by the trainee and the supervisor must be present to supervise the whole event live."

CTA TRAINING

Supervision, Handbook, Section 7, 7.2.3.5 B

PTSC modify the rule about on-line supervision to take into account the modern ways of communication, especially when Principal Supervisor and trainees are distant one from the other. The new decision is: "On-line supervision is acceptable and the proportion of hours of on-line to face to face supervision is the decision to be taken with the primary supervisor." This rule is integrated in the New Handbook dated from July 2014.

FOR YOUR ATTENTION: On-line supervision has implications related to confidentiality. It is the responsibility of both the supervisee and supervisor to ensure the appropriate confidentiality.

Requirement or recommendation of personal psychotherapy, HB Section 7, 7.2.3.7

PTSC decided not to define an amount of time because we think that in each country there are national requirements. So our recommendation is as follows: "Candidates and Principal Supervisors need to check that all National and/or European Associations' requirements for personal therapy are met".

Rule about CTA Contract, HB Section 7, 7.2.2: to go to the CTA exam a candidate's contract must be endorsed by EATA for at least one year immediately prior to the date of their oral exam. PTSC ask candidates and Principal Supervisor to respect this rule and will refuse any exception. Please read the article in the Newsletter October 2014.

PTSTA CONTRACT

When people have a suspension of their PTSTA Contract, they must only use their CTA status during the duration of the suspension. It means that they have to update all the information they publish about their status.

TTA AND STA

In Bucharest in 2011, PTSC decided that: "TTA or STA cannot sign CTA contract autonomously: they need the signature of their Principal Supervisors". This decision was made because TTA are not certified in supervision and STA are not certified in teaching.

Therefore this means that "TTAs or STAs who have ended their PTSTA contract cannot sign a CTA contract, because they no longer have a Principal Supervisor".

DURATION OF EACH SECTION FOR THE TSTA EXAM

PTSC have considered and now recommend the following time frames for the TSTA exams:

1.15 Hours for Theory - Organisation - Ethics

1.30 Hours for Teaching

1.30 Hours for Supervision

THE BURSARY FOR TRANSLATION FOR TEW

We clarify the process of bursaries for TEW, because the request for these bursaries doesn't follow the same channel than the other request. Why? This is to promote equal opportunities between non-native English speaking and native English speaking.

PTSC decides to give a bursary of 150 euros for translation for each applicant who requests it.

A participant can apply for a bursary for translation by contacting TEW Coordinator. The applicant must ask before the TEW. The TEW Coordinator will inform the participant of the procedure. After the TEW the participant sends the approval form to the Treasurer for payment, with bank account number.

TASK FORCE

A Task Force in Organisational Field was appointed by PTSC to review the written exam questions. Their work is now finished and the new questions are published in the Handbook. This task Force was composed of Ugo de Ambroglio, Anette Dielmann, Olivier Montadat, Jacques Moreau and Lynda Tongue. Thanks to these colleagues who were willing to offer their competencies and time to contribute to the EATA development on this issue.

A Task Force to define the Core Competencies of TA Trainers was appointed by PTSC. PTSC is very thankful for the work Ilse Brab, Sabine Klingenberg, Resi Tosi and Matthias Sells did in this task force. We publish their work in the next Newsletter to open a large consultation among EATA members and we invite them to give us their comments. PTSC has the project to adopt Core Competencies for TA Trainers next year.

THE HANDBOOK

We are very happy to inform all the members of EATA that the new Handbook is finished and already on the website.

Thanks so much to everyone for her/his precious job to have brought this task to a successful conclusion: the PTSC members to have check each Telegram since 2008 and included all the changes in the new HB. Special thanks to Elyane Alleysson, Marco Mazzetti and Sue Eusden who have finalised the Handbook into the current version, July 2014.

Elyane Alleysson prepared two versions, one for publication on the website and one with all the changes in colour to help the translation. This second version is at the disposal of the countries which want to update their translation of the Handbook. Please send an email to e.alleysson@gmail.com to have this version.

EVALUATION OF THE TEvW PILOT PROJECT

The TEvW Pilot Project started in 2009, the aim was to create a new status: CTA Trainer. A CTA Trainer is a trainer in TA who is allowed to train CTA trainees, while TSTAs can train

CTA and PTSTA trainees. The process to get this status was to participate in a TEvW (Training Evaluation Workshop).

To have information to make a relevant evaluation, Jacqueline van Gent was in charge of a survey and sent a questionnaire to all the stakeholders involved in this pilot: the participants to the TEvWs, the staff of the TEvWs, the markers of the TRO, the TEvW coordinator. She made a great job and it has been very useful to have an overview of the Pilot Project. Thanks so much to her, to help EATA to improve professional procedure.

During our meeting in Berlin, July 2014, we have confirmed the status of CTA Trainer and we will prepare in the future a Section in the Handbook.

We decided to create a working group with the task to define a final format for the process of certification to become CTA Trainer. E. Alleysson, S. Eusden and S. Klingenberg are involved in this working group.

NEWS FROM COC

COC has been involved in overseeing 11 exam sites over the last year. We are sad to say goodbye to two members of COC, Anette Dielmann and Kerstin Stockhem. They have contributed great value to the work of certification and we wish to thank them. We also welcome two new members in Lynda Tongue and Peter Rudolph.

Language Coordinators

There is a new job description for Language Coordinators. This will be available on the website.

Marina Banic has now finished her time as the Language Coordinator for “Others”. COC wish to thank her for all her work and the professional way she managed the process of written exams and helping candidates through this stage of certification. Marina also helped to clarify this role and a new Language Coordinator has been appointed. She is Enea Slavic and her role will now be referred to as LC for Multiple Languages (we hope this is clearer than “Others”). Enea will accept the written exams from those who are writing their exam in English but for whom English is not their first language and also people who write their exam in their first language but there is not already an identified Language Coordinator. Welcome to Enea.

Submitting written exams electronically

COC have now a budget to begin to organise for written CTA exams to be managed electronically and securely. This has been agreed and is in the process of being set up. This will mean a more efficient and modern way to process written exams. It will bring more protection against exams “lost in the post” and save money and paper. We realise that it is quite an adjustment and as we develop this system we will keep you updated in the Newsletter. Please keep to the paper copies as usual for the time being. Candidates will still have to bring a paper copy of their written exam to their Oral.

New policy on marking written exams of candidates with Dyslexia

COC has agreed a document regarding this. It is attached here. For candidates a formal diagnosis of dyslexia is required, but COC realises that to obtain this will be different in each country and there will be a variety of circumstances across Europe. We hope this will help Principle Supervisors in their work with candidates to whom it might apply. COC and Language Coordinators will also be asking for markers with specific experience and interest in marking these exams. Please contact your LC if you are interested.

New form for TSTA Exam Application (12.11.4).

COC have improved this form to include an invitation for candidates to exclude examiners in advance. This will make the planning of the exams more straightforward for exam supervisors. It is attached here for use from now on.

Training for Exam Staff

COC are already offering an annual meeting/training for Language Coordinators. This is a fruitful exchange that has happened for two years running now and we plan to continue this, with the next one being in March 2015.

COC also wish to offer a training to those interested in being more involved in the working of exams. The roles of Exam Supervisors and Process Facilitators are particular roles that are vital to our certification process. Our hope is to run a half day workshop before the Rome exams next year. If people are interested please contact Sue at smeusden@gmail.com. More information on this.

Elyane Alleysson, Chair of PTSC
e.alleysson@gmail.com

2 documents are attached:

- Examining the work of candidates with Dyslexia
- New form for TSTA Exam Application (12.11.4)

Examining the work of candidates with Dyslexia

Introduction

Under UN legislation, in the UK and academic institutes across Europe it is now considered that if a student is at a substantial disadvantage, the educational provider is required to make reasonable adjustments.

“Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes”.

This impacts our examination procedures in EATA. I suggest we need to account for the specific learning needs of candidates with dyslexia. The written exam demands a considerable amount of skill in managing to convey how a candidate meets core competencies in their field. I think we need to consider adjustments where they enable dyslexic candidates to demonstrate the achievement of the learning outcomes that EATA requires to be shown for the certifications.

This document asserts that **consideration should be given to dyslexic students in the marking of their work**. This is not an easy or straightforward proposal and there are a number of arguments and issues that surround this question. There are a number of guiding principles and issues that need to be explored when attempting to develop such procedures. This document intends to provide some information and suggestions as to how we might do this.

This document includes guidelines for **examiners** marking the work of candidates with dyslexia and information about the effects of dyslexia to enable them to mark work in a way that does not penalise dyslexic attributes. There are also some suggestions for **Primary Supervisors** about how to comment on the work of a dyslexic student to support their learning.

These guidelines should be seen as a levelling of the playing field rather than leniency. Marking the work of dyslexic candidates is in many ways no different from marking the work of other candidates but, since it is likely to take longer, these guidelines may be useful references.

The purpose of examinations is for candidates to demonstrate their competences. There must be no difference in the requirement for candidates with dyslexia to provide evidence of learning than for their peers.

If, however, when all possible reasonable adjustments have been made, a dyslexic candidate is not able to demonstrate core competences as prescribed by EATA's requirements, he or she will not be able to pass successfully.

Whilst there is no duty to make any adjustment to a competence standard itself, the duty does apply to the *assessment* of that standard, that is, to the process of enabling a candidate to demonstrate that they meet the standard.

Therefore, as a direct result of their specific learning difficulty, the standard of written work of candidates with dyslexia may differ from that of their peers, and it is these subtle differences for which assessors may need to make adjustments.

The Effects of Dyslexia

Dyslexia nearly always affects both speed and accuracy in reading and writing. It does not generally affect higher level language skills such as oral comprehension, and reading comprehension is only affected if the ability to decode text is seriously impaired. Most dyslexic students can be slow readers, and as accuracy is also affected they generally need to re-read texts more often than students who are not dyslexic.

Most students with dyslexia cannot produce written work as quickly as other students; they are likely to make more spelling errors even in word-processed work; their punctuation and grammar may be weak and they often omit, repeat or insert small function words or word endings in both reading and writing.

Dyslexic students typically find it very difficult to proof read and edit their work, as they lack awareness of detail in texts. They may submit assignments which look as if they have not been checked for inaccuracies. As a result of weakness in working memory they may have difficulty transcribing or copying, resulting in inaccuracy, which when numbers are involved may have serious implications.

Some Generalisations about dyslexic students' performance when writing

Some of these apply to students some of the time while others will not apply at all. Dyslexia affects individuals in very different ways; it is rarely the same for any two people. Students have different experiences of learning, their needs have been identified at different times in their learning careers, they have received differing amounts of support and they have developed different coping strategies.

1. Dyslexic students tend to think in a holistic, non-linear way i.e. a non-verbal way, which is difficult to convert into the linear nature of words

Therefore, dyslexic students can use more time and mental energy to put ideas into words but may grasp the global picture very easily.

2. Dyslexic people usually have a strong perception of what they intend to write. They retain the mental image of the ideas they want to convey in spite of the actual way this is ultimately expressed in writing.

So there is an inability to see that their writing does not reflect their ideas. An inability to proof read their work. Mistakes in exams will not be identified or corrected.

3. Dyslexic students do not learn language skills subliminally. They cannot improve these skills through the process of error identification alone.

Detailed explanations of underlying spelling, grammar, punctuation and syntax rules are needed to develop language skills. Standard feedback normally provided is insufficient for the needs of most dyslexic students.

4. Dyslexic people may find it hard to ‘read between the lines’.

Dyslexic students need direct but positive comments e.g. “this was good because...”. Telling a dyslexic student not to do something without providing a reason can be completely useless.

5. A dyslexic person can find it difficult to present ideas in organised and structured formats e.g. essays, reports, examination scripts etc.

The principles of good presentation need to be taught. Samples and model answers for each format should be presented and explained.

6. Technical mistakes in written English and poor presentation may mask the ideas and knowledge the student wishes to convey, which can be frustrating for the student and difficult for the marker.

When marking, look beyond the poor language skills for knowledge and ideas.

Typical Mistakes made by Dyslexic students

- bizarre or inconsistent spellings even of ‘common’ words e.g. said, what, when
- incorrect use of homophones e.g. hear and here, there and their
- omission or transposition of letters, syllables and words e.g. siad for said
- poorly constructed sentences e.g. very long rambling sentences with no punctuation
- tenses are used incorrectly and inconsistently
- vocabulary is restricted or poor

Guidelines for Principle Supervisors:

Although marking criteria will generally focus on content over form, the structure, and coherence of written work will always be an assessment criterion. Dyslexic candidates who find it difficult to produce well structured work with a logical sequence should be advised to

seek extra support in writing their case study.

It is helpful for students with specific learning difficulties to be given constructive feedback to help them to identify ways of improving their written language skills.

Marking Aims

- to mark work fairly, neither overcompensating nor penalising for dyslexic difficulties, mark for content and ideas only (especially in exams)
- to disregard an individual's dyslexic mistakes

A Brief Summary Of The Guidelines

- Read fast, looking for ideas, understanding and knowledge;
- Make constructive comments;
- Explain your comments in a straight-forward way;
- Write legibly and use good, clear language;
- Let the student know if you are marking just for ideas and understanding;
- Use two pens, neither red, one for ideas, the other for language (if you do not correct the language, only one pen is necessary);
- If you correct the language, explain what is wrong with it and why the correction is better, do not correct everything – check with the student what is helpful;
- Be sensitive: many dyslexic students have been badly hurt by lack of understanding in the past.

Guidelines for Written Exam Markers:

Marking Aims

- to mark work fairly, neither overcompensating nor penalising for dyslexic difficulties, mark for content and ideas only
- to disregard an individual's dyslexic mistakes

A Brief Summary Of The Guidelines

- Read fast, looking for ideas, understanding and knowledge;
- Make constructive comments;
- Explain your comments in a straight-forward way;
- Use good, clear language
- Let the candidate know if you are marking just for ideas and understanding;
- Be sensitive: many dyslexic students have been badly hurt by lack of understanding in the past.

Recommendations of COC

That EATA examiners consider making reasonable adjustments to how candidates with dyslexia are assessed in the examinations.

For the written exam:

To take into account the above Guidelines for markers.

COC suggest that Language Coordinators coordinate support provision and help ensure parity of provision across EATA. It is proposed that any procedures developed should include the following elements:

- Students should be required to provide appropriate formal assessment evidence of their dyslexia to the Language Coordinator.
- Prior to disclosure of any information contained in the assessment (even within the institution) the student should give explicit consent to disclosure
- The Language Coordinator should recommend appropriate adjustments in accordance with the nature of the individual's learning profile
- Recommendations for such adjustments should be notified in writing to marker(s), with a copy of this notification being issued to the candidate
- it is also highly desirable that a central record is kept of any recommendations made, and that the effectiveness of the process is monitored.
- In addition, to ensure all trainers/markers are aware of the issues. This could be done through the EATA Newsletter, discussion at Trainers' meetings, making links on the website to information sites etc.

For the Oral Exam.

It is the responsibility of the candidate, with the Primary Supervisor to consider how the candidate's dyslexia may impact in the oral exam and to let the Supervising Examiner know in advance. The Supervising Examiner can then receive a copy of the formal assessment and approve a briefing for the board. This might consist of one sheet with any brief information and recommendations for the best ways they can adjust the exam to support the candidates to take an equal opportunity to fully demonstrate their competencies as a Transactional Analyst.

COC, Berlin
July 2014

EATA European Association for Transactional Analysis

Application for Examination as a Teaching and / or Supervising Transactional Analyst

Complete and return this form to Supervising Examiner:

Date:

Re: Teaching and/or Supervising Transactional Analyst Examination

I have met all requirements for examination and I am requesting to take the Teaching ___
Supervising ___ Teaching & Supervising ___ examination in the field:
Counselling ___ Educational ___ Organisational ___ Psychotherapy ___

I have examined at (name sites and dates):

(Minimum for PTSTA: at least five times, at least three sites.)

I wish to be examined on: _____ (date) in: _____ (place)

I refuse the following people on my oral examination board: (*see 'Guidelines on Refusing Examiners', enclosed with this form*)

I wish to be examined in the following language: _____

I understand that if the language of my examination is not English, I must bring a competent translator with me.

I enclose:

- *A copy of my bank transfer or payment confirmation for the current T/STA oral examination fee see Appendix 1 and 2 for details*

(Paying in Euro: Transfer directly to:

- UBS rue du Rhone 8, Case postale 2600, 1211 Geneve 2, Switzerland - SWIFT-BIC: UBSWCH ZH 80A, IBAN : CH45 0027 9279 C263 2960.5
- Or: Sparkasse Bodensee, Marktstätte 1, 78462 Konstanz – Germany SWIFT-BIC: SOLADES1KNZ, IBAN : DE29690500010001102789)

- *My Principal Supervisor's Certification form.*

Please print your name and title here as you wish it to appear on your certificate

Candidate's Signature:

Please print clearly:

Candidate's name: _____

Address: _____

Telephone: _____

Email: _____

Guidelines on Refusing Examiners'

Candidates may refuse to be examined by certain examiners. It is useful to discuss this with your Principal Supervisor and make this clear prior to the exam. If you refuse too many examiners, it may be difficult to assemble an Examination Board for you. If in doubt about whom to refuse at the exam meeting, discuss this with the Examination Supervisor.

You would refuse an examiner:

- With whom you have done a significant amount of training or supervision
- With whom you have had exam preparation supervision in the previous six months
- Who deferred you at a previous examination
- For whom or against whom you are prejudiced
- With whom you have a significant personal or business relationship