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## **9 THE CTA ORAL EXAMINATION**

### **9.1 Introduction**

The CTA Oral Examination is taken before a board of four advanced members of EATA and/or ITAA, one of whom will act as Chairperson. Marking is done according to the scoring sheet for the different fields of application. If the candidate passes the Oral Examination, they are certified as a Transactional Analyst. The examination is not public. An Observer may be present at the examination if the Examination Supervisor so decides. Their function is described in Section 9.7.

Candidates and examiners should be committed to a high examination standard.

The Oral Examination examines, amongst other things, whether the candidate:

- Presents as personally and professionally competent and ethically responsible
- Demonstrates knowledge and competent TA application within their field of specialisation
- Is able to evaluate human behaviour appropriately in practice; relate this to TA theory and make an assessment
- Shows sufficient competence as a Transactional Analyst
- Demonstrates during the examination process that he or she has assimilated certain ideas that are compatible with TA such as respect, autonomy, acceptance, and positive confrontation.

#### **9.1.1 Working Language**

The language used at COC examination venues is English. Examinations organised by national associations may use a different working language or languages. Candidates at any COC examination venue will normally be offered an examination board in English, as well as in the working language of that venue if it is not English. Consult the Language Group Co-ordinator to find out which language(s) will be used at an examination venue. It is the responsibility of candidates who intend to take an Oral Examination with translation to inform their Language Group Co-ordinator when applying for the Oral Examination and take personal responsibility for organising a translator.

### **9.2 Procedure**

The Supervising Examiner delegates to the Exam Supervisor the right to limit the number of exams held at any particular site, according to the number of available examiners.

#### **9.2.1 Allocation of Examination Boards and Briefing Meetings**

- The names of the members of each Board, times and rooms should be posted up in the CTA Examination Meeting Room so that candidates and examiners all have the relevant information.
- Where the exam is translated, one of the examiners will be, where possible, someone who speaks the same language as the candidate.
- If possible, Examination Boards will be made up before the Briefing Meetings.
- Briefing Meetings giving information and advice on examination procedure will be held usually on the day before the examinations. These meetings are opportunity for (and must be used for) a training about how to examine, to ensure high standard of examination.
- Further information on the Candidates' Briefing Meeting can be found in Section 9.3.1. Further information on the Examiners' Briefing Meeting can be found in Section 9.4.1.
- Candidates and examiners may each attend the others' Briefing Meeting.
- Further information can also be found in the guide for Local Exam Supervisors available from the Supervising Examiner.
- There will normally be 4 people on the board of examiners.

- Examiners can examine a maximum of 3 examinations per day.

### **9.2.2 Time allocation for Oral Examination**

- The total time allowed from the beginning of one examination until the beginning of the next examination is two hours (two and a half hours for Oral Examination with Translation).
- The examination process itself should normally take a maximum of one hour (one and a half hours for Oral Examination with Translation).
- The remainder of the time is to allow for examiners to have:
  - ❖ a 15 minute discussion before the Oral Examination
  - ❖ a brief closing discussion afterwards
  - ❖ feedback on the examination process from the Observer
  - ❖ a half-hour break

### **9.2.3 The Oral Examination, scoring and voting procedure**

The Examination Board meet fifteen minutes before the Oral Examination process begins.

- Each member of the Board will have one set of the candidate's documents and will use these to learn about the candidate and their work and formulate questions and topics for discussion
- The primary focus should be on the content rather than the presentation of the documents
- The Board does not need to check that the candidate has fulfilled the Oral Examination requirements as this has been done by the Language Group Co-ordinator. However, if at this stage an anomaly is discovered, a 'No Exam' will be declared (see below)
- If it is an Oral Examination with Translation, the Chairperson needs to familiarise the Board with the procedure (section 9.8)

#### ***The Oral Examination***

- The chairperson welcomes the candidate, ensures that the seating is as they would wish, leads the introductions and explains the procedure.
- It is the responsibility of the candidate to bring three recordings, transcripts and two pieces of recording equipment, one to record the exam proceedings and one to play the exam recordings.
- During the examination, the Examining Board will ask questions and give feedback to the candidate. Initially, these will focus on the candidate's written documentation and practice.
- When the Board is ready to listen to recordings, the candidate will be asked to provide one transcript of the recording for each member.
- The Board will look for evidence of the candidate's competence and ask questions about the candidate's work on the tape and his or her thinking about it.
- In order to give the candidate opportunity to demonstrate his or her effectiveness, the Board will probably ask to listen to two recorded segments, but they may ask to listen to all three.
- The Board may also ask the candidate to play other parts of the recordings than those the candidate had marked as the five-minute segment for examination.

#### ***The scoring procedure***

- The Chairperson will ask the Board if they are ready to begin giving their scores.
- When the Board is satisfied that they have sufficient information to vote, 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
- The scoring procedure begins
  - ❖ Each Board member does their own scoring
  - ❖ There is a discussion

- ❖ Board members may revise their scoring
- ❖ The scores are called out
- ❖ The Chairperson records the scores

### ***The voting procedure***

- Before voting, the chairperson informs the board members that this is their last opportunity to call the Process Facilitator.
- Board members vote to pass or defer.
- Points are to be used as a guide and the judgement of the examiners is the final decision.
- If two or more examiners vote to defer, the candidate is deferred.
- If three (or two in a three person board) or more examiners vote to pass, the candidate passes, except in the following two instances where the candidate is automatically deferred.
  - ❖ The total score is less than 25 points
  - ❖ The candidate receives a rating of 1 from all four examiners on any one scoring scale

### ***At the end of the examination***

- The Chairperson gives the candidate a copy of the Examiner Evaluation Form to complete and return to the Examination Supervisor.
- After the candidate has left the room, the Observer gives feedback on the exam process.
- The Board has a brief closing discussion.
- The Chairperson completes their Scoring Sheet and returns it to the Examination Supervisor.

#### **9.2.4 'No Exam'**

- A 'No Exam' will be declared if:
  - ❖ It is discovered that there is something missing from the requirements (e.g. a group tape; completion of national requirements etc)
  - ❖ When a process facilitator has been called and no resolution is achieved, such that it is not possible to complete the exam.
  - ❖ The candidate can request a no-exam prior to the exam if there are no examiners available in the field of the candidate.

After a 'No Exam' situation the candidate may re-take the examination with no fee.

### **9.3 Instructions for Candidates**

#### **9.3.1 The Candidates' Briefing Meeting**

You must attend a Candidates' Briefing Meeting, usually held at the examination location the day before the exams. The Examination Supervisor will be at this meeting and will answer questions, explain the process, go over the Scoring Sheets, and tell you about the process of the examination and your part in it. Guidelines for Translators will be available at this Meeting.

You must take the Oral Examination documents to this meeting and give them to the Examination Supervisor: Your *Curriculum Vitae* and log should be clear and concise so that the examiners can read them easily. If your documents are not in the working language of the examination venue, you must provide translations of all of them except the Written Examination. Once given to the Examination Supervisor, the files may not then be removed from the Examination Office until after the examination.

Documents for the Oral Examination

- One copy of the following:

- ❖ The Completion of Registration Certificate
- ❖ The Written Examination
- Four sets of the following documents:
  - ❖ Your Written Examination Evaluation(s)
  - ❖ Your Principal Supervisor's personal letter of recommendation
  - ❖ Your curriculum vitae
  - ❖ The log of all your training, supervision and contact hours
  - ❖ Your training contract with details of any exceptions and the associated training plan attached to the contract.

A candidate who appears with incomplete or inaccurate documentation will not be examined.

### **9.3.2 Notes for the candidates 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 a significant personal or business relationship
- 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

### **9.3.3 Guidelines for Candidates about the Oral Examination**

It is highly recommended that you read all of Section 9 prior to your Oral Examination to familiarise yourself with the whole process and the roles of the participants.

#### **9.3.3.1 Selection of exam tapes**

The following criteria are based on past experience. They are not mandatory.

A. Technical advice.

- Pictures and sound should be of high quality and without intrusive background noise and all speech clearly audible.

B. Content

- The recording should show reasonably fluent interaction between you and the person or group with whom you are working.
- The recording is supposed to show effective interventions using TA.
- The work that you want to demonstrate must be on the recording itself. Examiners will assess your work according to what they hear on the recording, and reports of “what happened before or afterwards” are relevant only as background.
- The work presented should have a title taken from TA theory, such as ‘decontamination’; ‘exploration of script material’ or ‘contract making’.
- The work should relate to the client or group’s stated contract.
- Ideally, the recording should show changes in the client(s) in the direction of the stated goal.
- Your interventions should be clearly facilitating these changes.

- The segment does not necessarily have to deal with the same subject all the time, but the process does need to be clear and directional.

You do not have to be perfect! The recording may contain elements which, on reflection, you might have chosen to do differently, and you should be aware of such points and be able to comment on their significance.

### **9.3.3.2 What to take to the Oral Examination**

- Electrical equipment for playing your recording, together with either batteries or appropriate socket adapters, leads suitable for the local mains supply and batteries, including spares
- A second audio or video recorder to record the examination
- Three segments of recorded work, either audio or video
  - ❖ Each segment should be about five minutes long
  - ❖ Each segment should be part of a longer recording of your work
  - ❖ Each segment should be ready to play when you are asked to do so
  - ❖ The recordings must not have been edited
- In all fields of specialisation, one recording must be of work with a group, couple or family and one recording must be of you working with an individual
- In all fields of specialisation, one of the three tapes to be presented in the Oral Examinations must be of the candidate working in a group setting. It will demonstrate the candidate facilitating group dynamics in an effective way and using transactional analysis in their understanding of group processes. For the purpose of the exam, a group is defined as two or more people.
- PTSC has recognised the need for flexibility in the requirement for a group recording for the CTA examination. It is sometimes difficult to obtain permission to record groups, especially in the fields of counselling and psychotherapy. The group recording may therefore be a personal or staff development group, training or experiential group.
- The group recording must be of a group which is being led by the candidate (in other words not of a piece of work done in a group that is being facilitated by someone else).
- For each recorded segment, you must provide four copies of an accurate transcript of the piece of work presented
- The transcripts may be accompanied by appropriate supporting material, for example, a brief description of the work to be heard and brief details of the client or group
- For an Oral Examination with translation (see Section 9.8)

### **9.3.3.3 During the examination**

It is the task and responsibility of candidates to choose appropriate methods for demonstrating their competence. Present yourself to the examiners as a competent TA colleague. The more you make the conversation a specialist/technical one among colleagues, the more convincing you will be.

At the start of the examination, the Board will give procedural information, introduce themselves and invite you to introduce yourself. The Board will have reviewed your CV, log and a copy of the Written Examination and the Written Examination Evaluation(s) and are likely to base the initial discussion and questions on that material, particularly if the latter points to any potential areas for discussion. After this the Board will ask you to play one or more recordings. Any ensuing discussion should be within a TA frame of reference.

- Listen closely to the questions asked and give short, specific answers.
- Ask the Board member if they want you to elaborate.



- If you do not understand a question, ask for clarification.
- If you get no response or sense some hesitation in response to your answer, check with the Board members who asked it if they are satisfied with your answer.
- Be prepared to:
  - ❖ Explain and interpret anything that happens in the recording
  - ❖ Talk, using TA, about alternative ways of interpreting the presented material
  - ❖ Discuss the use of different TA approaches
  - ❖ Discuss the connection between your interventions and the client's reactions
  - ❖ Relate the work to your contract and overall strategy with regard to the client

### **A final note**

It is the responsibility of everyone in the examination room to maintain the integrity of the examination process. One of the functions of the Chairperson is to protect you, safeguard your rights and manage the examination process so that you have a fair and respectful examination whatever the outcome. If you feel that this is not happening, please take responsibility for raising your concerns and consider calling the Process Facilitator.

## **9.4 Instructions for Examiners**

### **9.4.1 The Examiners' Briefing Meeting**

Examinees must attend an Examiners' Briefing Meeting, usually held at the examination location the day before the exams. The Examination Supervisor will be at this meeting and will answer questions, explain the procedure, go over the scoring sheets, and talk about the examination and your part in it. COC strongly suggests that this meeting will be an opportunity for a peer-group training for examiners, to improve and warrant high standard of examinations. Details and examples on how to do it can be found in the Examination Supervisor Job Description, available from the Supervising Examiner.

- Information will be given to examiners and Chairpersons
- Guidelines will be available for Translators
- Guidelines will be available for Observers

### **9.4.2 Notes for examiners on refusing candidates**

Examiners may refuse to examine certain candidates. If in doubt about whom to refuse, discuss this with the Examination Supervisor. However, you would normally refuse Candidates:

- Who are trainees of your former trainees
- Who are trainees of close friends
- With whom you have a significant personal or business relationship
- To whom you have given a significant amount of training or supervision
- Who have ever been your therapeutic client
- Whom you have supervised on their exam preparation during the previous six months
- Whom you deferred at a previous examination
- For whom or against whom you are prejudiced

### **9.4.3 Guidelines for Examiners**

Fifteen minutes before the Oral Examination process begins, examiners should meet with their Chairperson. The meeting is to check any final details, discuss process and look through the candidate's documents using these to formulate questions and discussion. The Chairperson is

responsible for informing the Board of the procedure for the Oral Examination.

The candidate is not expected to be perfect. There are many ways of using TA. Be willing to listen and understand the candidate's frame of reference. The candidate may do things differently from the way you do them, but they may be able to support their thinking or intervention. Invite them to do so. Look for the strength and competency in the candidate. The candidate should demonstrate solid, basic work in TA. The question is, 'Is this candidate competent to practise as a Transactional Analyst?'

- Discuss the candidate's file with them at the beginning of the examination. Look for something to stroke positively.
- Use this as a time to make contact and establish an OK-OK relationship.
- Ask questions about the file and the candidate's practise.
- Give the candidate feedback on his/her recording presentations.
- Ask only one question at a time and make them open, positive and specific.  
For example:
  - ❖ 'How might you discuss this work using structural analysis?'
  - ❖ 'How would you discuss this work using game theory?'
  - ❖ 'Which TA approach are you using in this work?'
  - ❖ 'Which ego state do you think the client is manifesting?'
  - ❖ 'Which aspect of TA theory is guiding your work with this client?'
  - ❖ 'Discuss your interventions using Berne's terminology about interventions'
  - ❖ 'Will you please explain that to me'
  - ❖ 'Will you please tell me more about that?'
- Give feedback after every question, letting the candidate know what your evaluation is of their response.
- If the candidate answers a question incompletely or inaccurately ask the question in a different way.
- If the candidate seems unable to answer a question or continues to answer inaccurately, tell him/her what answer you were looking for.
- If you notice problem areas, discuss or explain the areas in question.
- Pay attention to the other members of the Board, giving feedback and support, as well as letting them know what is going on for you.
- The examination should last about an hour (an hour and a half for examinations with translation).
- After about 30 minutes (45 minutes for examinations with translation), ask yourself what information you still need to get from the candidate in order to be able to evaluate his/her performance and consider discussing any difficulty you may have.
- If, after 45 minutes (about an hour for examinations with translation), the end of the examination is not yet in sight, reflect on the examination process and consider calling the Process Facilitator.

#### **A final note**

- It is the responsibility of everyone in the examination room to maintain the integrity of the examination process.
- The examination process should be fair and respectful whatever the outcome. You are required as an examiner to safeguard the integrity of EATA.
- If you feel that the process is not clear, please take responsibility for discussing the



situation and consider calling the Process Facilitator.

### **9.5 The Function of the Chairperson**

The Chairperson will be an experienced examiner whose function is to be the Responsible Leader of the Oral Examination.

The Chairperson's contract is to:

- Manage the examination process including all documentation
- Protect the candidate and safeguards his/her rights
- Contract with the Observer and/or Translator if present
- Call in the Process Facilitator at the candidate's, an examiner's, or on their own behalf
- Structure the time so that the examination does not overrun

The Chairperson will meet with the Exam Board approximately fifteen minutes before the examination begins.

He or she will:

- Bring the candidate's Written Examination, documentation and the Scoring Sheets
- ensure that the Board members make contact with each other and are comfortable
- Look at the documents and encourage discussion about them
- Take responsibility for welcoming the candidate into the examination room
- Check that the seating is as the candidate would wish
- Explain the procedure of the examination
- Lead the introductions
- Take a proactive part in establishing a respectful and collegial atmosphere
- Observe, support and confront the Board, especially with regard to:
  - ❖ energy level
  - ❖ time boundaries
  - ❖ the clarity and conciseness of questions
  - ❖ co-operation with the candidate
  - ❖ verbal and non-verbal feedback to the candidate
- Inform candidate of their last opportunity to call a Process Facilitator before scoring begins
- Invite candidate to choose whether to remain or to leave for the marking procedure
- Ensure that the recorder being used to tape the examination remains in operation until the examination is declared finished
- Call for and record the scores of the Examination Board on his or her Scoring Sheet
- Complete the Scoring Sheet
- Conduct the voting procedure

After the examination process, the Chairperson will:

- Give the candidate the Examiner Evaluation Form
- Return the Written Examination and documentation to the candidate
- Have a brief closing discussion with the Board
- Return the Scoring Sheet and report examination result to the Examination Supervisor

### **9.6 The Function of the Process Facilitator**

The Process Facilitator will be an experienced examiner whose function is to assist candidates and Oral Examination Boards who are experiencing process difficulties.

The Process Facilitator undertakes the following responsibilities:

- To remain at a designated place during the whole period of the examination process
- To remain available to be called by the Chairperson, an examiner, or by the candidate, subject to the following time limitations:
  - ❖ if the candidate wants to call in a Process Facilitator, they must do so before the Board members begin calling out their scores
  - ❖ if any Board member wants to call in a Process Facilitator, they must do so before the Board members begin voting to pass or defer

The Process Facilitator

- Will not discuss the examination with anyone before entering the examination room, including the person who comes to get them
- Will make interventions aimed solely at clarification of the process or to give advice
- Will not engage in any debate about TA theory
- Will not examine, score the candidate or vote
- Will not discuss what happened in the examination room with anyone except to give brief details to the Supervising Examiner

### **9.7 The Function of the Observer**

Observer at a CTA Oral Examination will be appointed by either COC or the local exam supervisor. There will be no other observers allowed in the examination process.

Observers will be one of:

1. A representative of COC who will give feedback to the examiners and the local exam supervisor as well as reporting back to COC and PTSC. The official observer from COC will be present at all exam venues organised by national associations.
2. An experienced examiner whose function is to give specific process feedback to the Board after the examination process has finished and the candidate has left the room.
3. A new examiner who is observing the exam as part of his / her professional development in order to train as an examiner themselves.

Observations may include, for example:

- Patterns of stroking
- The relationship between the candidate and the Board
- Energy levels during the examination process
- Verbal and non-verbal communication between the examiners

The Observer should not

- Intervene in the examination at any point for any reason.
- Comment or pass judgement on the content of the examination
- Make a recording or transcript
- Make interpretative or evaluative comments

Guidelines for Observers will be available at the Examiners' Briefing Meeting. The responsibility for allocating observers to examinations lies with COC (for the COC observer) and with the Examination Supervisor at each examination venue and is recommended but not compulsory. The need for examiners will take precedence over the provision of Observers.

There is no facility for anyone to observe COC examinations as a means of simply ‘seeing how the exam works’ in preparation for their own examination.

## **9.8 Guidelines for Oral Examination with Translation**

### **9.8.1 Introduction**

The time allocated for Oral Examination with Translation is extended.

- The total time allowed from the beginning of one examination until the beginning of the next, is two and a half hours. (This allows for meetings and breaks between exams.)
- The Oral Examination itself should take a maximum of one and a half hours.

Where a translator is being used, one of the examiners will be, where possible, someone who speaks the same language as the candidate.

TSTA candidates are not allowed to share the same translator, for CTA candidates the limit is three candidates sharing the same translator and if this is planned they must inform the local exam supervisor of their intention well in advance of the examination date.

Guidelines for Translators will be available at the Examiner’s and Candidates’ Briefing Meeting.

### **9.8.2 Guidelines for Candidates**

If you need a translator, you should inform the Language Group Co-ordinator when applying for the Oral Examination.

- You are responsible for finding a translator though the Chair of the Translations Committee may be able to help.
- If your documents are not in the working language of the examination venue, you have to get all of them translated with the exception of the Written Examination.
- For the tape transcripts, you are required to divide the page so that the transcript in the original language is next to the translation, so that the examiners can follow both texts simultaneously. You need to provide copies of all the translated material for each of the examiners and your translator.

In the Oral Examination, the Board, the candidate, and the translator need to agree where to sit. Make sure you are comfortable with these arrangements and that your translator is sitting in a place that feels right to you. Address what you say to the Board or to the examiner who has asked you a question, rather than to your translator. Your examiners should address their questions and remarks to you directly and avoid speaking with the translator.

It is strongly recommended that you discuss the Guidelines for Translators with your translator prior to your Oral Examination and practice the process together.

### **9.8.3 Guidelines for Translators**

The role of the translator is invaluable in allowing a candidate for whom English is not the first language to obtain accredited status. The translator’s task of enabling the candidate and examiners to understand one another in the Oral Examination process is essential and very delicate. These guidelines are designed to help translators to the candidate fulfil this task.

Before the examination

- 
- If possible, come to the Candidates' Briefing Meeting, where you will get more information about the examination process and be able to ask questions.
  - Have a look at the candidate's papers and find out from them if there is a specific topic or special vocabulary with which you will need to be familiar.
  - If you do not know the candidate, take some time to get acquainted with them, to establish a relationship of trust, so that you can get used to each other's style and pattern of speech.
  - Listen to the recording and read the transcript in both the original and the translation so that you are familiar with the content
  - Practice the translation process with the candidate
  - Make clear arrangements with the candidate about:
    - ❖ speed
    - ❖ length of sentences
    - ❖ how you should interrupt them when necessary
    - ❖ what you need from them to do your job well

#### During the examination

- The focus of the examination will not be on you directly - indeed you may find yourself feeling excluded - so ensure you go to the exam feeling well supported
- Develop ways for yourself of staying centred in yourself so that you do not take on the candidate's nervousness
- As you do your work, stay in the background, so that you do not influence the process between examiners and candidate
- Translate everything exactly as it is said by the candidate or examiner (including 'asides')
- Translate in short passages, a maximum one sentence or even part of a sentence
- If necessary interrupt the speaker to give you time to translate
- Translate out loud and clearly so that everyone in the examination process can hear you
- Respect each speaker's individual style of saying things
- It is more important to reproduce what is said as literally as possible rather than producing a 'perfect' linguistic translation
- Translate so that examiners and candidates speak to each other, not to you
- Substitute yourself for the speaker, using "I" if he or she does
- If people are speaking too quickly or in very long sentences, be assertive and interrupt from the moment you lose contact, by asking the speaker to slow down or speak in shorter phrases
- If you need a break, ask the Chairperson
- Do not:
  - ❖ Explain what you think was meant
  - ❖ Summarise or reflect only main ideas
  - ❖ Attempt to clarify or expand what the candidate says
  - ❖ Translate into indirect speech, for example, 'I think...' into 'He says he thinks...'

#### After the examination

- When the examination is over and feedback is given, make sure you get the recognition and strokes you deserve for your performance, from both candidate and examiners
- If you are translating for more than one examination, make sure that you have a rest in between so that you can disengage from the process of one examination before you go into the next
- If you have any problems, doubts or questions, speak to the Examination Supervisor

### 9.9 Exceptional Circumstances

- In exceptional circumstances a candidate may apply for a variation of the examination regulations by writing to their Language Group Coordinator, no later than six months ahead of the date of the intended Oral Examination.
- The Co-ordinator will then, in consultation with the Supervising Examiner and, if necessary, PTSC, consider the application, make a decision, and reply to the candidate, giving reasons for their decision.
- If the candidate disagrees with the decision, their application will be submitted to PTSC which will then make a final decision.

National TA organisations do not have independent authority to vary the COC examination regulations.

### 9.10 Appeal procedures

#### A. FORMAL APPEALS

Formal Appeals must be made within one month of receipt of the Written Examination Evaluation or the Oral Examination. Appeals cannot be made on matters of academic judgement.

#### B. REASONS FOR MAKING AN APPEAL

- That there has been a serious administrative error in the management of the evaluation process.
- That the evaluation was not conducted according to EATA regulations.
- Some other serious circumstance or irregularity occurred.

#### C. REASONS WHY AN APPEAL WOULD NORMALLY BE REJECTED

- The Appeal is against the academic/professional judgement of the evaluators.
- There is no valid reason for the candidate not to have brought the circumstances described in the Appeal to the attention of the Language Group Co-ordinator or the Oral Examination Board before the examination process/evaluation took place.
- The student was not aware of or did not understand the published regulations for the process complained about.
- The Appeal concerns a longstanding health problem of which the student was aware at enrolment for the examination.
- The Appeal was out of time.

#### D. THE APPEAL PROCESS

- Candidates should complete the Application to Appeal form (see Section 12), and outline the grounds for making the Appeal.
- Candidates should collect any corroborative evidence (e.g. medical certificates, statements from other parties etc.).
- The completed form and any corroborative evidence should be sent to the EATA Supervising Examiner within one month of receipt of the evaluation deferring the candidate and a record of posting should be kept. Any application received after this time will be rejected.
- In the case of the Written Examination, a copy of this and the Evaluation(s) should be enclosed.
- In the case of the Oral Examination, a clearly audible tape of the exam process should be enclosed.
- Appeals will not be considered without the provision of these materials.

- The Supervising Examiner in consultation with a member of COC/PTSC will consider the Appeal application. Further information/clarification may be sought from the candidate and/or the relevant evaluators in deciding whether an Appeal is valid (in other words that it satisfies any of the Reasons for Appeal at B above)
- Applicants will receive written notification of whether the Appeal is considered to be valid within one month of receipt of the application.
- If an Appeal is considered valid, an Appeal Panel will be convened within a further six weeks to consider the Appeal and reach a decision.
- The Appeal Panel will consist of a Teaching and Supervising Transactional Analyst and two others. The Panel may meet face to face or by teleconference.
- The candidate will receive written notification of the Appeal Panel's decision within two weeks of the Appeal Panel Meeting.

#### E. POSSIBLE OUTCOMES OF AN APPEAL

- The Appeal is denied. This decision is final and no further Appeal is possible.
- The Appeal is upheld. One of the following recommendations may be made:
  - ❖ The pass/defer evaluation of the Written Examination Evaluators or Oral Examination Board is revised;
  - ❖ The candidate may re-take elements of the exam process at no cost;
  - ❖ The candidate may re-take the whole exam process at no cost;
- The Appeal Panel may suggest other options for evaluation.

The Oral Examination Board or written examination Evaluators will be notified of the outcome of the appeal and the reasons for the decision.

#### **9.11 Documentation**

Application to Appeal 12.9.1

The CTA Oral Examination Scoring Scales (section 12.7.10-12.7.14)

The Examiner Evaluation form 12.7.15