



THE SOUTH ASIAN ASSOCIATION OF
TRANSACTIONAL ANALYSTS

D-TAP Handbook

Version 1.0

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1. Purpose of D-TAP Handbook

The SAATA D-TAP handbook offers to prospective candidates and to examiners an outline of the application, examination (written and oral), and evaluation processes, of the competencies required to be certified as a Developmental Transactional Analysis Practitioner (D-TAP). It also contains relevant information about the South Asian Association of Transactional Analysts (SAATA) including its mission, vision, and philosophy.

The handbook will help applicants understand the objectives and format of the written and oral examinations by providing a clear roadmap of the requirements, assessment, and marking criteria.

2. About SAATA

Founded on December 6, 2006, SAATA is an international, non-profit, professional organization founded by a group of Transactional Analysts, engaged in applying their knowledge and skills for promoting global standards in Transactional Analysis practice, training, and certification in South Asia. This section offers readers a brief overview of SAATA's vision, mission and goals.

2.1 Vision of SAATA

SAATA is the nodal body for defining & upholding professional standards for transactional analysts in the South Asian region. Our aim is to grow a vibrant community of TA practitioners to promote mental health of individuals, groups & communities.

2.2 Mission of SAATA

For the implementation of its vision, SAATA will, in particular:

- | |
|---|
| 2.2.1. Promote a community of Mental Health & growth for practitioners and the world at large |
| 2.2.2. Promote Mental Health/wellbeing for individuals, groups & communities through Developing professional standards & regulatory norms for practitioners Engagement & outreach with communities Collaboration with educational institutions, government, industry bodies etc |
| 2.2.3. Create/build a vibrant community of TA practitioners to promote mental health of individuals, groups & communities. |

2.3 Goals of SAATA

In accordance with its broad vision and mission, SAATA is committed to achieving the following short- and long-term goals:

2.3.1. Short Term Goals

2.3.1.1.	All Certified Members in the region (TSTAs, PTSTAs and CTAs) and their trainees will be the members of SAATA
2.3.1.2.	Bring together under one umbrella all practicing Transactional Analysis professionals in the region to foster synergy
2.3.1.3.	Design a training and examination handbook to suit the regional needs
2.3.1.4.	To design and offer courses in Transactional Analysis in between the TA101 and CTA to suit the local requirements and certify those who fulfil the requirements

2.3.2. Long Term Goals

2.3.2.1.	To be a full-fledged equal partner in the global Transactional Analysis community
2.3.2.2.	To get its training and examination process mutually recognised by the global Transactional Analysis certifying bodies
2.3.2.3.	To get SAATA courses recognised by regional, national, and global institutions including universities and government regulatory bodies

3. Who is a D-TAP?

Developmental Transactional Analysis (DTA) is the umbrella term that encompasses all the non-therapy applications of Transactional Analysis (TA). This learning program provides participants with the conceptual knowledge, process skills, competencies, tools, and practice needed to facilitate the development and effectiveness of individuals, groups, organizations, and systems.

The emphasis is on development rather than cure. It is therefore of relevance to all who help develop others. These include the following:

a. Coaches and mentors
b. Organizational consultants

c. Educators, trainers, facilitators, teachers
d. Social workers, mediators, youth workers
e. Human Resources (HR), Learning and Development (L&D), Organization Development (OD) and employee wellness professionals
f. Leaders and managers of teams

The candidate's work may involve one or more of the above roles. For the purpose of the D-TAP exam, candidates must choose the aspect of the role that typically represents their practice, and the same needs to be presented in sections B and C of the written exam.

The DTA practitioner (D-TAP) could have a private practice as a coach, consultant, trainer etc., or work for any form of organization including profit, non-profit, business, government, social, and educational institutes. A D-TAP is required to display the following basic skills and general competencies, including personal, process, and practice competencies.

3.1. Basic Skills

3.1.1	Self-awareness of feelings, thoughts, behaviour, and presence
3.1.2	Capacity for self-reflection: ability to create a safe space with permission to explore and change
3.1.3	Demonstrate ethical practice, potency, authentic connection
3.1.4	Listening skills: hearing at the level of words, beliefs, feelings; the intra-psychic and the phenomenological
3.1.5	Enquiry into and understanding of the non-verbal (agitation, palpitations, other manifestations)
3.1.6	Reflecting skills: Paraphrasing as a way of deepening the client's awareness
3.1.7	Questioning skills
3.1.8	Empathy

3.1.9 Attunement

3.1.10 Building a working alliance

3.2. General Competencies

The candidate is required to demonstrate the following general competencies as a D-TAP:

3.2.1. Demonstrate commitment to the philosophy of TA, fostering autonomy and homonomy in the client

3.2.2. Ability to identify specific learnings and growth gained through supervision

3.2.3. Capacity to think and act ethically guided by their personal value system and the SAATA code of ethics

3.2.4. Awareness of one's strengths and limitations as a practitioner

3.2.5. Ability to demonstrate knowledge and inclusive attitude towards other developmental theories

3.2.6. Demonstrate awareness and respect for the significance and implications of cultural and social diversity within and outside the consulting room

3.3. Personal Competencies

The candidate is required to demonstrate the following personal competencies, including OK-ness and knowledge of TA:

3.3.1. OK-ness

3.3.1.1. Ability to relate to clients in an I am OK-You are OK manner

3.3.1.2. Foster OK-ness in clients and client systems

3.3.1.3. Realistic assessment of one's own competencies and limitations, and refer appropriately

3.3.1.4. Capacity to reflect on these aspects using TA frameworks

3.3.2. TA Knowledge

The candidate is expected to be proficient in TA theory including but not limited to the following:

3.3.2.1.	Contracting
3.3.2.2.	Structural Analysis -Ego States -Second Order Structural Analysis -Functional Fluency -Social Roles
3.3.2.3.	TA proper -Transactions -Strokes -Time Structuring
3.3.2.4.	Game Analysis -Psychological Games -Rackets -Drama Triangle -Game Pentagon -Discounting -Symbiosis -By-standing
3.3.2.5.	Script Analysis -Script System -Script Matrix -Organizational Scripts
3.3.2.6.	Group Analysis -Group Structure -Group Dynamics -Group Imago -Group Authority -Power and Politics -Social Roles
3.3.2.7.	Organizational Analysis -Organizational Dynamics -Cycles of Development and Competence Curve -Discounting and Steps to Success
3.3.2.8.	Process Skills -Transference and Countertransference

	-Projection -Models and Processes of Supervision -Parallel Process
3.3.2.9.	Approaches to TA -Co-creative -Relational TA
3.3.2.10.	Practitioner Theories -Therapeutic Operations -3 Ps (Protection, Permission, Potency)
3.3.2.11.	Other TA and non-TA Theories -Systems Theory -TA Schools (Co-creative, relational, and others) -Learning Theories -Motivational Theories -Leadership Theories -Conflict Management

3.3. Process Competencies

The candidate is required to demonstrate the following process competencies, including contracting and assessing, diagnosis, creating a working alliance, designing and implementing interventions, evaluating interventions and practice, and addressing ethical issues:

3.4.1. Contracting and Assessing

3.4.1.1.	Ability to identify the appropriate authority for contracting
3.4.1.2.	Capacity to work with multi-level and multi-cornered contracts
3.4.1.3.	Ability to identify the requirements of the client to ensure appropriate intervention
3.4.1.4.	Ability to consider the psychological underpinnings and work through them
3.4.1.5.	Ability to reflect on these aspects using TA concepts

3.4.2. *Diagnosis*

3.4.2.1.	Ability to use appropriate methods to collect relevant data for diagnosis
3.4.2.2.	Capacity to identify the key issue(s) underlying the presenting problem
3.4.2.3.	Ability to use differential diagnosis to confirm the diagnosis
3.4.2.4.	Ability to reflect on these aspects using TA concepts

3.4.3. *Creating a Working Alliance*

3.4.3.1.	Ability to balance challenge and safety
3.4.3.2.	Ability to give a rationale for the style of interaction and how it promotes a working alliance between all parties
3.4.3.3.	Capacity to consider factors which create safety for the client including the following: -Listen deeply -Encourage dialogue and challenge -Engage with difference -Stroke appropriately -Contract clearly -Attend to psychological contracts and ulterior communication -Relate authentically
3.4.3.4.	Capacity to promote inclusive and anti-discriminatory practices in ways which are consistent with the client's role, organizational policy, and legislation
3.4.3.5.	Ability to reflect on these aspects using TA frameworks

3.4.4. *Designing and Implementing Interventions*

3.4.4.1.	Ability to identify various approaches and options available to suit the client's requirements
3.4.4.2.	Ability to design interventions aligned with the contract and diagnosis

3.4.4.3.	Capacity to achieve learning and change objectives as contracted
3.4.4.4.	Capacity to consider the balance of content and length of different interventions
3.4.4.5.	Ability to identify potential limitations in design and generate realistic ideas to overcome them
3.4.4.6.	Ability to identify the impact of environmental, social, and cultural factors on the work
3.4.4.7.	Working in the here and now

3.4.5. Evaluating Interventions and Practice

3.4.5.1.	Ability to evaluate interventions and the rationale for their selection
3.4.5.2.	Ability to explain the scope and purpose of the evaluation
3.4.5.3.	Ability to clearly identify the object of evaluation and the method to collect the appropriate information
3.4.5.4.	Ability to evaluate their own practice against set goals and criteria
3.4.5.5.	Capacity to be aware of one's own impact on others
3.4.5.6.	Capacity to accept feedback in a positive manner and assess it for validity and importance
3.4.5.7.	Ability to set clear and realistic goals and targets for their own development in order of priority
3.4.5.8.	Ability to reflect on these aspects using TA concepts

3.4.6. Addressing Ethical Issues

3.4.6.1.	Demonstrate awareness of ambiguities in boundaries when working in organizations
3.4.6.2.	Ability to discuss and demonstrate ethical behaviour in organizations

3.4.6.3.	Ability to discuss the use and abuse of the consultant/practitioner's role in the organization
3.4.6.4.	Demonstrate capacity to set and maintain boundaries with respect to information shared within an organization (by management about employees and vice versa)
3.4.6.5.	Capacity to follow and reflect the SAATA Code of Ethics

3.5. Practice Competencies

Not all of the following competencies may apply to all professional roles. Candidates are to mention the scope of the application of the following competencies in their practice.

3.5.1. Individual Development

3.5.1.1.	Ability to demonstrate knowledge and application of models for working with people in systems
3.5.1.2.	Ability to understand the role of individual in impacting systems and vice versa
3.5.1.3.	Ability to reflect on the level and effects of interventions on the individual and the system
3.5.1.4.	Capacity to deal with complexity while prioritising and focusing on key issues
3.5.1.5.	Capacity to manage the boundaries between organizational goals and personal needs
3.5.1.6.	Awareness of interactions between subsystems including their own consultant system
3.5.1.7.	Ability to reflect on these aspects using TA concepts

3.5.2. Interpersonal Development

3.5.2.1.	Capacity to understand the role of interpersonal communication and relationships in organizational change
3.5.2.2.	Capacity to identify interpersonal dynamics and provide feedback

3.5.2.3.	Capacity to foster mutual respect and collaboration between members of the client system
3.5.2.4.	Ability to encourage responsible behaviour between members of the client system
3.5.2.5.	Ability to reflect on these aspects using TA concepts

3.5.3. *Group/Team Development*

3.5.3.1.	Ability to maintain a balance between group process and the task
3.5.3.2.	Ability to encourage equal participation
3.5.3.3.	Ability to identify and work with those avoiding the task
3.5.3.4.	Ability to challenge and stereotyping of individual roles and behaviour in the group and constructively use this to enhance knowledge
3.5.3.5.	Capacity to demonstrate knowledge of different types of groups
3.5.3.6.	Capacity to demonstrate awareness of key theoretical models of group work
3.5.3.7.	Ability to form, maintain, and close groups
3.5.3.8.	Ability to recognise and work with leadership, power, and authority in groups
3.5.3.9.	Ability to reflect on these aspects using TA concepts

3.5.4. *Organization Development*

3.5.4.1.	Ability to understand change processes in organizations, which takes into account the socioeconomic and political reality, frames of reference, culture, relationships, the influence of the organization on the individual and vice versa
3.5.4.2.	Ability to reflect on and teach theoretical models to address organizational needs

3.5.4.3.	Demonstrate awareness of the micro- and macro-relations between individuals and the organization, and the ability to take into account the whole as well as the parts
3.5.4.4.	Capacity to reflect on these aspects using TA frameworks

4. Scope of the D-TAP Examination and Award

Qualifying the D-TAP exam means that candidates have met stringent training, supervision, application, and personal work requirements and have demonstrated the competencies that set the standard. This includes their ability to think and act in an ethical manner as per the SAATA ethics guidelines. The D-TAP examination is an opportunity for the candidate to demonstrate their ability to apply TA theory and framework, in their respective areas of work with the clients in the region of South Asia. The examination has two parts: Written examination and an Oral examination.

5. Objectives of the D-TAP Examination

The written and oral examinations for the D-TAP are designed to assess the candidate's understanding of the core concepts and theoretical underpinnings of the field as well as their ability to apply those ideas in an ethical manner and in an interpersonal context. Refer to [Sections 5.1, 5.2](#) and 5.3 for details of the objectives of the mid-term, written and oral examinations.

5.1 Mid-term Case Study / Portfolio Evaluation

The purpose of this evaluation is for the candidate to get mid-way feedback from the trainer/supervisor on the portfolio/case study (Section B). The feedback needs to be in line with the Section B guidelines. This evaluation needs to be completed at least 6 months before the candidate submits the application for the written examination. Refer to [Appendix VII](#) for the Mid-term Assessment cum Feedback Form.

5.2 Objectives of the D-TAP Written Examination

5.2.1. To evaluate the candidate's level of understanding of the social, cultural, and professional contexts of the clients
5.2.2. To assess the candidate's awareness of the self as a TA professional
5.2.3. To examine the candidate's ability to assess the impact of TA training and supervision in their professional development
5.2.4. To evaluate the levels of ethical integrity demonstrated by the candidate
5.2.5. To assess the candidate's awareness of their own limitations as a professional, and their ability to operate in systems of collaboration
5.2.6. To evaluate the candidate's inclusiveness towards alternative developmental (Coaching/Education/Consulting) models and frameworks
5.2.7. To examine the candidate's ability to account for the impact of client systems (social and work settings)
5.2.8. To determine the client's ability to reflect upon their personal growth and development as reflected in their professional setting
5.2.9. To evaluate the candidate's ability to care for and protect their self in both personal and professional context
5.2.10. To evaluate the candidate's ability to assess and diagnose using TA framework
5.2.11. To determine the candidate's contracting skills at different stages of intervention
5.2.12. To examine the efficacy of the candidate's intervention planning
5.2.13. To examine the candidate's ability to self-reflect on their diagnosis-intervention process
5.2.14. To assess the candidate's ability to offer a meta perspective on the case

5.2.15. To evaluate the candidate's ability to offer a relevant outcome based on their diagnosis
5.2.16. To determine the candidate's use of Supervision to support their practice
5.2.17. To assess the candidate's competence in coherent, creative, concise, and well-organized presentation including use of appropriate and correct referencing
5.2.18. To examine the candidate's professional and personal identity during their client engagement process
5.2.19. To assess the candidate's ability to consider the context of practice
5.2.20. To evaluate the candidate's knowledge and consideration of the context of client systems
5.2.21. To determine the candidate's ability to demonstrate ethical integrity
5.2.22. To examine the candidate's general competencies including their ability to speak and interact with their client
5.2.23. To assess the candidate's grasp over TA Philosophy
5.2.24. To evaluate the candidate's knowledge and application of TA Theory
5.2.25. To determine the candidate's ability to use contracts at different stages of the client engagement
5.2.26. To assess the candidate's ability to arrive at a diagnosis
5.2.27. To evaluate the candidate's ability to formulate an intervention plan and process
5.2.28. To determine the candidate's capacity to build an OK-OK relationship with their client/systems

6. Requirements

For the D-TAP exam, SAATA does not stipulate any educational background for interested candidates. However, the candidates must have the requisite number of Training, Application, Supervision, and Personal Hours to be considered eligible to take the examination, **including 24 months of active membership** with SAATA

For detailed information on the number and composition of the requisite hours, see the following:

Requirement	No. of Hours	Written/Oral Exam Requirement	Composition
Mid-term Assessment cum Feedback		Written	Mid-term Assessment cum Feedback the candidate received from their trainer/supervisor
TA Training Hours	300	Written	Advanced TA training by Provisional Teaching and Supervision Transactional Analyst (PTSTA)/ Teaching and Supervising Transactional Analyst (TSTA) of which at least 50% of training hours from supervisors from any of the developmental TA fields

Application Hours	500	Oral	Client (individuals, groups, and organizations) contact hours, with explicit or implicit use of TA frameworks, following commencement of Advanced TA Training
Personal Development Hours	100	Oral	Personal work for awareness and growth of the candidate including personal therapy or counselling or coaching or developmental workshops or therapy groups or T groups
Supervision Hours	100	Oral	A minimum of 40 each from two supervisors, at least one of who should be from any of the developmental field (Counselling, Education, or Organizations)

Total	1000
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7. Exam and Award Calendar

Candidates are required to take the D-TAP examination in two steps: first, the written examination, and then the oral examination. Refer to sub-sections [7.1](#) and [7.2](#) for details on the written examination and the oral examination respectively:

7.1 Written Examination

- 7.1.1. Candidates can submit their written examination throughout the year given they meet all the requirements and complete the necessary application procedures
- 7.1.2. Given the candidate has passed the written examination, the result is valid for a period of three years from the day the candidate receives the results of their written examination within which time the candidate must take the oral examination

7.2 Oral Examination

- 7.2.1. Candidates can apply for the oral examination, once they have passed the written examination
- 7.2.2. Oral examinations will usually be held in January and June, every year. If the PSD decides so, oral examinations will also be organised during SAATA events. Oral examinations held during SAATA events will be announced at least 6 months before the event on the SAATA website and/or newsletter
- 7.2.3. The candidate is to submit their application for oral examination 3 months prior to the date of the oral exam
- 7.2.4. The oral examination is to be completed within 36 months or three years of passing the written exam
- 7.2.5. Failure to complete the oral examination within three years of passing the written examination will result in the written examination being forfeited, and the candidate, if desiring so, will need to submit a Written Exam again reflecting their current practice

8. Overview of D-TAP Written Examination

The D-TAP written examination consists of three parts: [Section A: Professional Self-Portrayal](#), [Section B: Case Study or Portfolio](#), and [Section C: Theory and Literature](#). The written examination must exhibit coherence and consistency in the way the candidate uses and comments on TA theory, literature, and the intervention process across sections.

Section A: Professional Self-Portrayal

This section focuses on the candidate's work as a D-TA practitioner. The candidate is required to write a report on the learning experience and personal development gained during their TA training. The candidate is not required to answer the following questions in the given sequence. However, their answer is to address these questions in a coherent manner.

i.	What is your field of work and designation?
ii.	Give a job description, including a description of the corresponding setting - Where do you work? - Who do you work with? - What is the organizational frame of reference?
iii.	Describe the demography and the different diagnostic categories or other characteristic features of the clients you deal with
iv.	What is the professional context of your TA application? How do you integrate TA with other modalities when you work?
v.	Comment on the ethical, professional, and legal matters regarding TA application in your profession?
vi.	How has TA contributed to your professional development?
vii.	What challenging experiences, including ethical issues, have you had while using TA?
viii.	How have your learning experiences within and outside the training group influence your professional identity?
ix.	Share how you have grown through supervision

Section B: Case Study or Portfolio

This section requires the candidate to portray their work through a case study or portfolio, a continuation of what was submitted as the mid-term Assessment cum Feedback. The candidate is to choose their case study to demonstrate the main focus of their practice, their identity and their competencies as a D-TAP. The various elements of the case/project study, mentioned below, do not necessarily have to be dealt with in the order shown here. Should the order be changed, it is important for the candidate to make sure that the presentation as a whole is coherent. The candidate is to include only relevant data.

- | | |
|------|---|
| i. | <p>Relevant data regarding the client/client system</p> <p>For individual clients</p> <ol style="list-style-type: none"> Age Gender, including pronouns Marital status Current family members Employment status Social relationships The number of people involved and their roles <p>For organizational/institutional clients</p> <ol style="list-style-type: none"> Industry profile Organization profile Process flow chart Group/Organization structure Group authority diagram |
| ii. | Need assessment/Analysis of the situation presented by the client |
| iii. | <p>Context of referral</p> <ol style="list-style-type: none"> Referral agency Reason for referral |
| iv. | Define the presenting problem, making a clear distinction between your understanding and your client's point of view |
| v. | What was the strength/resources of the client/client system? |

vi. What was the initial agreement or contract between you and the client?

vii. Contract/Agreement

- a. How did the contract evolve?
- b. Describe the contracts and/or agreements, aims, and goals of your work with the client
- c. What was the process like for you and the client?
- d. What informed your decision to work with this client?
- e. How did you create a trusting relationship with the client?
- f. What were your considerations around safety, your own competency, and limitations?
- g. Refer to TA concepts related to contracting such as psychological contracts, multi-party contracts, and psychological distance

viii. Planning and Design

- a. Describe the considerations, methods, and strategies you employed.
- b. How were they derived from the client context and the contract?
- c. How did you define the short-term and the long-term goals of the work with the client?
- d. Which TA concepts and methods do you include in your considerations regarding your method and strategy, and why?
- e. Describe the TA concepts and methods you used as internal analytical framework and those you used overtly with the client
- f. A scheme, plan, or diagram, from TA as well as from other approaches, can be included

ix. Implementation

- a. Describe the process of your work including its various stages
- b. What were the effective and less effective strategies and measures used?
- c. What were the changes you made as the work progressed?
- d. How did you implement the feedback received from the client?
- e. Show your critical reflection throughout
- f. Comment on your basic ideas and values which might have been important while in contact with the client/s

	g. Summarise the process, including its different phases, and describe the corresponding changes. You can use literal transcripts to illustrate the changes h. Use appropriate TA concepts to describe the changes i. Were there any challenges while dealing with the client/system that made you change the original strategy?
x.	What were your initial proposals and ideas about possible interventions/inputs?
xi.	Reflect on your own values, resources, and ideas, and how they fit with those of the participants in the project
xii.	Evaluation a. What criteria did you use to evaluate change/or development? b. How far was the contract fulfilled? c. Include feedback from the client organization, where appropriate, and from the full range of participants
xiii.	Prognosis a. Describe the present state of the project b. What are the possible future aspects of the project? c. Describe further steps to be taken to bring about a desirable development
xiv.	Concluding Remarks a. Describe your learning experience gained within the framework of the project, including your personal experience while in contact with the client/system b. How will your learning inform your work in the future?

If the candidate should choose to, instead of a case study, they can submit a portfolio of exhibits to demonstrate their competencies in Section B. Candidates can refer to the following guidelines for submission of portfolio in Section B:

- i. Portfolios are collations of evidence, including audio recordings, compiled to demonstrate competent application of TA together with

ongoing development of the candidate's ability to analyse self and client/systems. Portfolios may include:

- a. Working papers, notes, correspondence, handouts, and completed documentation
- b. If appropriate, similar written materials relating to others involved in the dynamic in question
- c. And optionally, audio recordings and analysed transcripts

ii. A portfolio needs to contain evidence and annotations including the following:

- a. Working papers, the candidate's own notes, correspondence, handouts, photos of flipcharts, emails, participant/client/customer evaluations, recordings, transcripts, and completed questionnaires
- b. Annotations may be made directly onto the evidence documents or can be a stream-of-consciousness account with the various evidence items mentioned within the text. The account may be chronological or the candidate can implement another structure

Section C: Theory and Literature

i. In this section, the focal points of concepts and models used in Section B are to be treated theoretically with the help of three appropriate topics from the list given below:

- a. Contracting for change
- b. Assessment of needs and diagnosis
- c. Group processes and dynamics
- d. Practitioner-Client Relationship
- e. Interpersonal Communication
- f. Repetitive Patterns
- g. Learning
- h. Change, growth, and development
- i. Intervention Design
- j. Evaluation and assessment of change
- k. Research
- l. Recent developments in TA theory/practice

ii. Which of the concepts, models, or frameworks in TA literature do you use to describe your work with your clients/systems in the above listed areas? How do they enhance the effectiveness of your work?

- iii. Theoretical presentation needs to include definitions, diagrams, descriptions and illustrate theories with specific examples
- iv. The examples used for illustration should preferably be from the project/case study. However, they can also be drawn from the field of application, whenever relevant to the response. The examples are to be set out briefly and concretely, showing your understanding of theory in depth and how it influences your practice

8.1 Presentation Guidelines of D-TAP Written Examination

Candidates are required to adhere to the following criteria of presentation for the written examination:

8.1.1.	The examination must be submitted in pdf format, double-spaced, with all pages numbered, and in one of the following fonts—Calibri, Arial or Times New Roman—in a font size of 12 or 13		
8.1.2.	Figures and tables to be numbered and labelled sequentially		
8.1.3.	Include a table of contents, specifying the word count of each section, a list of figures, and a list of tables at the start		
8.1.4.	References must be formatted according to APA or TAJ style. Papers that do not reference correctly are not eligible for evaluation. If references are found to be incorrect or insufficient during the evaluation, the candidate may be asked to rework their references. This will add to a delay in the marking process		
8.1.5.	There must be a cover page for the examination document		
8.1.6.	The pdf file of the written examination must use the following naming convention: SAATA_DTAP_Year of Submission		
8.1.7.	Word Count		
	Section	Word Count	
	Section A	2000	
	Section B	Option I	Option II

	Case Study	Portfolio (minus audio-visual material)
	6000	3000
Section C	4500	
Total Word Count	9500-12500	

8.1.8. Presentation Guidelines for Portfolio

- Number each item of evidence and include a list of them
- All items of evidence to be submitted via email
- All material relevant to the portfolio to be included in one email for submission
- Colour or font differences to be used to differentiate annotations made by the candidate from the original material

8.2 Anonymity

Exam regulations require the candidate to submit the written examination in complete anonymity. This mandate is to protect the candidate. The following is a list of procedures that candidates must follow to ensure anonymity:

- 8.2.1. The candidate must refrain from offering any information that points to the individual identity of the candidate, trainer, supervisor, and/or the institute they are affiliated to. However, if required, names of places can be mentioned
- 8.2.2. If the candidate identifies self or the training institute/trainer/supervisor in the written exam, the paper will be returned to the candidate without marking
- 8.2.3. The identity of any individual or organization used as an example to illustrate application must be disguised
- 8.2.4. The identity of the examiner will be included in the examination feedback for the benefit of the client

8.3 Section Marking and Final Evaluation of Written Examination

The candidate will be assessed based on how well they do in Sections A: Professional Self Portrayal, B: Case Study or Portfolio, and C: Theory and Literature as well as overall execution and presentation. Below is a table showing the marking by section:

Section	Percentage
Section A	20 %
Section B	50 %
Section C	18 %
Overall	12 %
Total	100%

8.4 Criteria for Assessment of Written Examination

The following list of factors will be used by the examiner to assess the candidate's written examination.

8.4.1. Demonstration of professional and personal identity
8.4.2. Awareness of the context of practice
8.4.3. Ethical position and integrity
8.4.4. Knowledge of TA philosophy
8.4.5. Grasp over TA theory
8.4.6. Ability to explain contractual relationship with clients
8.4.7. Clarity in diagnosis using TA theory
8.4.8. Ability to formulate an intervention plan and execute the process
8.4.9. Ability to explain intervention process using various TA concepts/ models/ frameworks
8.4.10. Understand and engage in a working relationship using TA concepts

Refer to [Appendix III](#): D-TAP Written Examination Evaluation: for a detailed and section-wise breakdown of the criteria for evaluation of the written examination.

8.5 Examination Submission Procedure of Written Examination

The candidate, supervisor, and examination coordinator are to follow necessary steps, as elucidated in the table below, to complete the examination submission procedure of the written examination.

Sub-section No.	Role	Process
8.5.1	Candidate	When the candidate is ready to submit their D-TAP written exam, they need their supervisor to endorse that the written examination has met the requirements for submission
8.5.2	Trainer	The first step of evaluation is carried out by the candidate's trainer/supervisor, in the form of an appraisal to ensure that the written examination is in accordance with the appropriate format and of required standard
8.5.3	Endorsing Supervisor	The submission must include endorsement by two supervisors (one of which needs to be from the development field) that the required hours and other criteria are met. PSD assumes that the supervisor has reviewed and attested the accuracy of the hours.
8.5.4	Endorsing Supervisor	The endorsing supervisor holds the responsibility to check if the examination meets the guidelines on formatting, word count, anonymity, and referencing (as per APA/TAJ standards for both in-text and final reference list)
8.5.5	Endorsing Supervisor	If the paper fails to meet any of the above criteria, the primary supervisor sends it back to the candidate for the necessary corrections
8.5.6	Candidate	On receiving the endorsement from the endorsing supervisor , the candidate is to email soft copies (pdf format) of the Necessary Paperwork to the SAATA examination coordinator at exams@saata.org . Refer to Section A for a list

		of documents that candidates are to provide to the SAATA examination coordinator before submitting the written examination for evaluation
		<i>A. Necessary Paperwork</i>
		8.5.6.1. Application for D-TAP Written Examination. Refer to Appendix I: Application for D-TAP Written Examination for a proforma
		8.5.6.2. A supervisor's Endorsement for D-TAP Written Examination. Refer to Appendix II for a proforma
		8.5.6.3. Copy of the mid-term Assessment cum Feedback
		8.5.6.4. The written examination is not to be included in the paperwork
8.5.7	Exam coordinator	8.5.6.5. On receiving the necessary paperwork from the candidate, the exam coordinator is to verify if all requirements have been met, including whether the applicant has been a member of SAATA for at least 24 months
		When the exam coordinator confirms with the candidate by email that the requirements are met, the candidate is to pay the examination fee via a payment link . This is to be a consolidated amount, which includes the application fee and the examiner's fee. Candidates are to note that the fees are non-refundable.

8.5.8	Candidate	Examination Fees & Payment Link Candidates are required to pay examination, and resubmission fees as and when necessary. Written examination fees are to be paid online through the link: https://rzp.io/l/uN59jBzgkk. Here are the specifics: <table><tr><td></td><td>Applicant Fee</td><td>Examiner's Fee</td><td>Total</td></tr><tr><td>Written Examination</td><td>₹ 3000/-</td><td>₹ 4000/-</td><td>₹ 7000/-</td></tr><tr><td>Resubmission with minor changes</td><td>₹ 200/-</td><td>₹ 3000/-</td><td>₹ 3200/-</td></tr></table> Note: Fees paid through direct bank transfers, or any other mode are not valid payments and no request for a refund will be entertained When the candidate uses the payment link to make the payment, they will receive an acknowledgement from the payment gateway, which will serve as the payment slip		Applicant Fee	Examiner's Fee	Total	Written Examination	₹ 3000/-	₹ 4000/-	₹ 7000/-	Resubmission with minor changes	₹ 200/-	₹ 3000/-	₹ 3200/-
	Applicant Fee	Examiner's Fee	Total											
Written Examination	₹ 3000/-	₹ 4000/-	₹ 7000/-											
Resubmission with minor changes	₹ 200/-	₹ 3000/-	₹ 3200/-											
8.5.9	Candidate	The candidate is to mail the payment slip to the exam coordinator as proof of payment of the examination fees												
8.5.10	Exam Coordinator	On receiving the proof of payment from the candidate, the exam coordinator is to check for an available examiner												

8.5.11	Exam coordinator	Only on receiving confirmation of availability from the examiner, the exam coordinator is to instruct the candidate via email to submit the soft copy (pdf) of their written examination, which can be sent to exams@saata.org
8.5.12	Exam coordinator	On receiving the written examination, the exam coordinator is to issue a receipt via email to the candidate, marking the date of submission
	Exam coordinator	i. In the same email, the exam coordinator is to inform the candidate that the examination will be marked within 60 days of the date of submission
		ii. The exam coordinator is to verify if the written examination meets the guidelines on word count, formatting, and references as per the APA/TAJ style
8.5.13	Exam coordinator	The exam coordinator is not to forward the written examination to the examiner if word count, formatting and references are not as per the APA/TAJ style
8.5.14	Exam coordinator	The exam coordinator is to send the examination to an available examiner for evaluation. The candidate's supervisors are not to be involved in this process

8.6 Guidelines for Examiners

The main function of this section is to give the examiners a fixed framework of consistent criteria to abide by for the purposes of evaluation. The following recommendations are formulated based on previous experience and industry best practices:

- 8.6.1. Examiners can refer to [Section 5.2](#) for a thorough understanding of the objectives of the D-TAP written examination, including the aptitudes based on which the candidate will be evaluated
- 8.6.2. Examiners will find a list of the questions they can anticipate candidates to answer in [Section 8](#)
- 8.6.3. The candidate will demonstrate a deep investment in themselves in the written examination which the examiner must respect, irrespective of the outcome
- 8.6.4. While framing comments the examiner should hold themselves to high standards of empathy and sensitivity, while exercising restraint and respect. Comments should highlight specific areas of strength and weakness in the candidate
- 8.6.5. The written examination evaluation should not include any diagnosis of the candidate. Evaluation is an educational, not a supervision process. The examiner should avoid unqualified critical statements and unsubstantiated value judgments. Such words as 'insufficient' or 'adequate' do not carry enough information to give the candidate proper guidance for future progress. Remarks should specifically address the criteria of the marking scale
- 8.6.6. The written examination evaluation should include positive strokes. If there is something that is unsatisfactory or if information is missing, the comments should be specific about what is expected, so that the candidate may learn something useful. The examiner should address the candidate directly, making the evaluation a respectful I'm OK – You're OK process
- 8.6.7. Examiners can Refer to [Section 8.8](#) for details on the criteria of 'Pass' and 'Deferral' of an examination
- 8.6.8. Examiners are to limit the feedback to three pages and make use of the numerical marking scale and the guidelines provided in [Appendix III](#)
- 8.6.9. For details on the rating procedure, examiners can refer to [Section 8.7](#)
- 8.6.10. The examiners hold no obligation to respond or communicate with the candidate/candidate's endorsing supervisors

8.6.11. First, second, and third examiners are to mark the written examination within a period of 60 days. This includes 45 days to evaluate the written examination and to inform the exam coordinator whether the candidate's result is "Pass" or "Deferred". The examiner can take another 15 days to email the Consolidated Mark Statement (Refer to [Appendix III](#)) with the feedback as a pdf file to the SAATA exam coordinator

8.7 Rating Procedures

The candidate, examiners, and exam coordinator can refer to this section for a thorough explanation of the rating procedures:

Role	Process
Examiner	The examiner marks the written examination based on the criteria specified and the detailed rubric provided (Refer to Appendix III)
Examiner	The examiner can take a maximum of 60 days to mark the examination. This includes 45 days to evaluate the written examination and to inform the exam coordinator whether the candidate's result is "Pass" or "Deferred". The examiner can take another 15 days to email the Consolidated Mark Statement (Refer to Appendix III) with the feedback as a pdf file to the SAATA exam coordinator
Exam Coordinator	The exam coordinator sends the result to the candidate with the marking sheet and feedback form

8.8 Result of Written Examination: Pass and Deferral

The rating process has two possible outcomes: "[Pass](#)" or "[Deferred](#)" the specifics of which are detailed below:

8.8.1. Pass

A minimum total score of 65% is required in the written examination to be declared 'Pass'. The exam coordinator will email the results to the candidate, with also a request for feedback on the examination process.

8.8.2. Deferred

If the total score of the written examination is less than 65%, the examination will be declared 'Deferred'. The written examination will also be deferred if it does not meet the requirements of submission. Following are the necessary steps to follow if the written examination is 'deferred':

- 8.8.2.1. If the examination has been deferred by the first examiner, the exam coordinator sends the examination to a second examiner. The second examiner is not informed about the deferral
- 8.8.2.2. The exam coordinator informs the candidate of the deferral. The candidate is also informed that their examination is being sent to a second examiner for evaluation, whose results will arrive within a maximum of 60 days
- 8.8.2.3. The second examiner can take a maximum of 60 days to mark the examination. This includes 45 days to evaluate the written examination and to inform the exam coordinator whether the candidate's result is "Pass" or "Deferred". The examiner can take another 15 days to email the Consolidated Mark Statement (Refer to [Appendix III](#)) with the feedback as a pdf file to the SAATA exam coordinator
- 8.8.2.4. Only if the second examiner passes the exam, they will be informed that the first evaluation was a deferral
- 8.8.2.5. The exam coordinator then connects the first and second examiners via email for them to discuss the result
- 8.8.2.6. If the two examiners come to an agreement regarding the result, then the joint evaluation and feedback are sent to the exam coordinator, who then forwards it to the candidate
- 8.8.2.7. If they do not agree on the result, the exam coordinator sends the examination to a third examiner to evaluate
- 8.8.2.8. The exam coordinator informs the candidate that their examination is being sent to a third examiner for evaluation, whose results will arrive within a maximum of 60 days
- 8.8.2.9. The third examiner can take a maximum of 60 days to mark the examination. This includes 45 days to evaluate the written examination and to inform the exam coordinator whether the candidate's result is "Pass" or "Deferred". The exam coordinator can take another 15 days to email the Consolidated Mark Statement (Refer to [Appendix III](#)) with the feedback as a pdf file to the SAATA exam coordinator

8.8.2.10. The evaluation of the third examiner will be independent of the first and the second examiner's evaluation and this will be the final result. This final result will then be sent to the candidate by the exam coordinator

8.9 Appeal Process

Any challenge to the result must go through the appeal process through SAATA PSD. Candidates can refer to [Section 10.4](#) for detailed information about how to appeal the results of the D-TAP written examination.

9. Overview of D-TAP Oral Examinations

On passing the D-TAP oral examination, the candidate is to receive certification as a D-TAP. Refer to the following sections for a detailed breakdown of convening of the oral examination, requirements for application of the oral exam, oral examination application procedure, format of the oral examination, details of oral examination process and oral examination board, guidelines for the candidate, criteria of assessment, rating and appeals processes, and guidelines for examiners. The oral examination is marked according to the marking sheet for the various competencies. Refer to [Section 9.9](#) for a detailed list of criteria based on which the examiners are to mark the D-TAP oral examination. The requirements of the D-TAP oral examination are as follows:

9.1 Requirements for Application for D-TAP Oral Examination

The candidate is to submit the following with their application for oral examination:

9.1.1. The completed [Application form](#)

9.1.2. [Endorsement](#) by the supervisor that candidate has satisfied all the requirements to be eligible for the oral examination

9.2 Convening the Oral exam

9.2.1. The PSD decides the venue (offline/online) and dates based to coincide with specific SAATA event dates

9.2.2. PSD will appoint an exam supervisor who will be responsible for managing the examination process. The exam supervisor is a certified member of SAATA with a minimum experience of assisting three examination processes.

9.2.3. The responsibilities of the exam supervisor will be as follows:

9.2.3.1. Organise examination boards for the candidates

- 9.2.3.2. Appoint process facilitators for the exam
- 9.2.3.3. Organise logistical requirement for the examination (including
- 9.2.3.4. Zoom accounts and venue availability)
- 9.2.3.5. Exam briefing and debriefing with examiners and candidates
- 9.2.3.6. Ensuring the exam procedures are followed
- 9.2.3.7. Collaborating with the PSD exam coordinator to get required documents from candidates and send it to the exam boards
- 9.2.3.8. Collating the marking sheets to the PSD exam coordinator
- 9.2.3.9. Hosting the celebration for the candidates (in-venue during events as well as online for online exams)
- 9.2.3.10. Providing a report of the examination to the PSD

9.3 D-TAP Oral Exam Application Procedure

Below is a list of steps the candidate must follow to complete the application procedure for the D-TAP oral examination:

9.3.1.	Candidate	When the candidate is ready to take the D-TAP oral examination, they need a supervisor to endorse that they have completed the required hours. PSD assumes the accuracy of the hours that the supervisor has reviewed and attested
9.3.2.	Candidate	The candidate is to send the application form and the supervisor's endorsement to the exam coordinator via email
9.3.3.	Exam Coordinator	On receiving the application form and the supervisor's endorsement from the candidate, the exam coordinator is to verify if all requirements have been met, including whether the applicant has been a member of SAATA for at least 24 months
9.3.4.	Candidate	When the exam coordinator confirms with the candidate by email that the requirements are met, the candidate is to pay the exam fee via a payment link . Direct bank transfer to a SAATA account is not a valid payment. Candidates are to note that the fees are non-refundable. Refer to Section 8.5.8 for details on the examination fees and the payment link

9.3.5.	Candidate	When the candidate uses the payment link to make the payment, they will receive an acknowledgement from the payment gateway, which will serve as the payment slip					
9.3.6.	Candidate	The candidate is to mail the payment slip to the exam coordinator as proof of payment of the exam fees					
9.3.7.	Exam Coordinator	Upon receiving the proof of payment, the exam coordinator will request for the necessary documents for the oral examination within a maximum of 15 days before the oral examination, or as defined by the PSD The documents are to be submitted as two files: • A copy of written exam • The rest of the necessary documents as one pdf In the event of an offline exam, the candidate also needs to bring three copies of the documents and one copy of the written exam Refer below for a complete list of the documents: <table><tr><td>→ Copy of the written examination</td></tr><tr><td>→ Latest CV</td></tr><tr><td>→ Updated log of hours</td></tr><tr><td>→ Mid-term Assessment cum Feedback Form</td></tr><tr><td>→ Written examination feedback</td></tr></table>	→ Copy of the written examination	→ Latest CV	→ Updated log of hours	→ Mid-term Assessment cum Feedback Form	→ Written examination feedback
→ Copy of the written examination							
→ Latest CV							
→ Updated log of hours							
→ Mid-term Assessment cum Feedback Form							
→ Written examination feedback							

		→ Endorsement from supervisors, if any (not mandatory) → Transcripts of the recordings
9.3.8.	Exam Coordinator	On receiving the documents, the exam coordinator informs the exam supervisor
9.3.9.	Exam Coordinator	After initial check, the exam coordinator is to hand over all documentation related to the candidate to the exam supervisor
9.3.10.	Exam Supervisor	On receiving the documents, the exam supervisor is to communicate the details of the exam board to the candidate

9.4 Format of the Oral Examinations

Candidates can refer to this section for a breakdown of the format of the oral examination:

9.4.1. Total duration of the oral examination is 90 minutes. An additional 45 minutes is given if the candidate is accompanied by a translator. Refer to [Section 9.2](#) for the oral examination calendar, and [Section 9.3](#) for the oral examination application procedure

9.4.2. The oral examination is in two parts:

- a. Part 1 is of 30 minutes duration where the candidate is to be evaluated as a practitioner, which includes their socio-cultural identity, overall theoretical understanding of TA, and ethics. This part of the examination is to also include discussion on the feedback from the written examination.
- b. Part 2 is 45 minutes where the candidate is asked to play two of the three recordings of five minutes each. Details of the recordings are described in [Section 9.8](#)

9.4.3. The working language of the oral examination is English. Candidates are allowed a translator if they wish to take the D-TAP oral examination in a language of their choosing. Please refer [Appendix IV](#) to apply for provision of translator

9.4.4. The D-TAP oral examination is a closed room exam. Based on the exam supervisor's decision, there is a provision to have an observer in the exam. The focus of the observer is on the board and not the candidate

9.4.5. The candidate is to share three five-minute recordings of client interactions with the examiners along with the transcripts of each recording (three each). In the case of an online exam, the candidate is to mail the transcripts to the exam supervisor, as and when directed

9.5 Details of the Oral Examination Process

9.5.1. Prior to the commencement of the oral examination, the chairperson will invite the candidate and introduce the members of the examination board

9.5.2. The Chairperson will invite the candidate to introduce themselves to the examination board

9.5.3. The Chairperson will brief the candidate about the oral examination process

9.5.4. The candidate will also receive briefing about when they can call the process facilitator

9.5.5. The oral examination will commence with Part 1

9.5.6. At the end of Part 1, the oral exam process will break for a duration of up to 20 minutes

9.5.7. Following the break, the oral exam process will resume with Part 2

9.5.8. The marking process will ensue after completion of Part 2

9.5.9. Both the candidate and members of the examination board can invite the process facilitator to the exam process at any time of the exam process. However, the candidate can only do so until the commencement of the marking process while the examiners can do so till the exam process is complete

9.6 Candidate Guidelines for Oral Examination Process for an on-site exam

9.6.1. On the day of the oral examination, the candidate is to report to the exam venue one hour before the commencement of the examination

9.6.2. The candidate is to carry the electrical equipment, including all necessary accessories (batteries, socket adapters, and spares), to play the recording

9.6.3. Candidate is to carry a second audio recorder to record the examination process

9.6.4. Candidate is to carry three copies of transcripts of each recording. The transcripts may be accompanied by a brief write-up offering context to their work in the recordings. In the case of an online exam, the candidate is to mail the transcripts to the exam supervisor, as and when directed

9.6.5. Candidates are to choose appropriate methods to demonstrate their competence to the examination board

9.6.6. Candidates are to present themselves as competent TA colleagues to the examiners

9.6.7. Candidates are to pay close attention to the questions asked and give short and specific responses

9.6.8. Candidates can ask the examination board if they need to elaborate further on their responses, or if the board is satisfied with their response

9.6.9. It is within the rights of the candidate to ask for clarification if they do not understand a question

9.6.10. The candidate may be asked to explain parts of the recordings

9.6.11. The candidate must be prepared to respond to questions related to the responses in their written examination

9.6.12. Candidates are to use TA frameworks and concepts to explain the material in the recordings

9.6.13. Candidates may be asked by the board to play portions before and/or after the chosen 5 minutes segment, in exceptional circumstances

9.6.14. Candidates are to explain the usefulness of different TA concepts

9.6.15. The exam board can expect candidates to elaborate upon the connection between their intervention and the client's response as evident in the recording

Note: This process will be adapted by the exam supervisor to accommodate online exams and the same will be communicated to the candidate, the board and the observers a month in advance

9.7 Details of the Oral Examination Board

Following are a few details about the composition of the oral exam board, and roles of the chairperson and process facilitator:

9.7.1. A board of three certified members of SAATA conduct the D-TAP oral examinations, one of whom acts as the Chairperson

9.7.2. The role of the Chairperson is as follows:

9.7.2.1. Manage the examination process and related documentation

9.7.2.2. Protect the candidate and their rights

9.7.2.3. Contract with the translator, if present

9.7.2.4. Call in the process facilitator at the behest of the candidate, any of the examiners, or self

9.7.2.5. Regulate the time structure of the examination process.

9.7.3. The role of the Chairperson during the oral exam process is as follows:

- 9.7.3.1. Bring the candidate's written examination, documentation, and the marking sheets
- 9.7.3.2. Ensure that the board members are in contact with each other and comfortable
- 9.7.3.3. Encourage all members to look at the documents and discuss them
- 9.7.3.4. Welcome the candidate to the examination room
- 9.7.3.5. Ensure that the seating is to the candidate's liking and comfort
- 9.7.3.6. Explain the exam procedure
- 9.7.3.7. Remind the candidate to record the exam process
- 9.7.3.8. Introduce the candidate, self and board members
- 9.7.3.9. Establish and encourage a respectful and collegial atmosphere
- 9.7.3.10. Observe, support, and remind the board with respect to the following:
 - Energy level
 - Time boundaries
 - Clarity and conciseness of questions
 - Cooperation with the candidate
 - Verbal and non-verbal feedback to the candidate
- 9.7.3.11. Inform the candidate about their last opportunity to call the process facilitator before the marking begins
- 9.7.3.12. Invite the candidate to choose whether to stay or leave for the marking process
- 9.7.3.13. Call for and record the scores of the exam board on their marking sheet
 - Complete the marking sheet
 - Conduct the voting process

9.7.4. The role of the Chairperson after the completion of the exam process is as follows:

- 9.7.4.1. Give the candidate the feedback form
- 9.7.4.2. Return written examination and documentation to the candidate
- 9.7.4.3. Have a brief closing discussion with the board

9.7.4.4. Return the marking sheet and report examination result to the exam supervisor

9.7.5. The process facilitator is an experienced examiner whose role is to assist the candidate and /or examiners who may face difficulties with the process

9.7.6. The role of the process facilitator is as follows:

9.7.6.1. The process facilitator is to remain in a designated place during the whole of the examination process

9.7.6.2. To remain available to be called by the chairperson, examiner, or by the candidate subject to the following time limitations:

- If the candidate is 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

9.7.7. To avoid any personal or professional relationship conflict with their supervisor, trainer, therapist, or others, the candidate is advised to disclose a list of potential examiners in the [application form](#). It will help the exam supervisor avoid appointing anyone from the list in the capacity of examiner for the said candidate

9.8 Guidelines on Submission and Format of Recordings

Candidates can refer to this section for detailed guidelines on preparation, submission, and use of the recordings for the D-TAP oral examination.

9.8.1. Transcripts of three five-minute recordings of client interactions to be shared with each examiner during Part 2 of the oral examination

9.8.2. The recordings and the transcripts to be shared through email or a link provided to them by the exam coordinator

9.8.3. Each recording must be part of a longer recording of the candidate's work

9.8.4. Play each recording when asked to do so

9.8.5. The playing segment must be cued to the start point in the whole recording

9.8.6. Candidates are to ensure that the pitch and sound of the recordings are of high quality and free of distracting background noise. All speech in the recordings must be clearly audible

9.8.7. The recording is to demonstrate reasonably fluent interaction between the candidate and the client

9.8.8. The recording is to demonstrate effective interventions using TA

9.8.9. The work that the candidate wants to demonstrate must be clearly shown on the recording itself. Examiners will assess the candidate's work according to what they hear on the recording. Reports of "what happened before or afterwards" are relevant only as context

9.8.10. If required, the candidate must be prepared to play different parts of the recording to substantiate their explanation

9.8.11. Candidates are to thematically organise and name the recordings to represent the topic of discussion in each recording

9.9 Criteria of Assessment of Oral Examinations

The following list of factors will be used by the examiner to assess the candidate's oral examination:

9.9.1. Ability to demonstrate themselves as personally and professionally competent and ethically responsible

9.9.2. Demonstration of understanding and skilful use of TA in one's own area of expertise

9.9.3. Ability to make an appropriate appraisal of human behaviour in practice; is able to connect this to TA theory and make an assessment

9.9.4. Show sufficient competence as a Transactional Analyst

9.9.5. Demonstration that the candidate has integrated TA-compatible values and principles such as respect, autonomy, acceptance, and positive confrontation in their practice

9.9.6. Capacity for self-reflection

9.9.7. Ability to establish and maintenance of an I'm OK-You're OK relationship

9.9.8. Demonstrate creativity and effectiveness in their interventions within the context of the relationship, the contract and the stage of the client work

9.9.9. Demonstrate clarity about accurate assessment of the client situation, based on the context, needs and goals of the client and client system, the legal obligations and the strengths and limitations of TA practice

9.9.10. Ability to work with contracts in different settings with individuals and/or groups relating to the practice

10. Guidelines for Examiners of Oral Examination

The main function of this section is to give the examiners a framework of consistent criteria to abide by for the purposes of evaluation. The following recommendations are formulated based on previous experience and industry best practices. Refer to the following for details about the duration of the online and offline exams:

- i. The duration of the examination is 90 minutes with an additional 45 minutes if it is a translated exam
- ii. The examination board is to report to the chairperson 30 minutes before the oral examination process begins
- iii. The Chairperson is to inform the exam board of the procedure of the oral examination

iv.	Prior to the beginning of the oral examination, the board is to thoroughly review the CV, log of hours, copy of the written examination, and the evaluation of the written examination
v.	For marking on ethics criteria, the candidate needs to demonstrate thinking from a personal value-based point of view. No explicit mention or knowledge of ethics is required
vi.	The candidate will demonstrate a deep investment in themselves in the written examination which the examiner must respect, irrespective of the outcome
vii.	While framing comments the examiner should hold themselves to high standards of empathy and sensitivity, while exercising restraint and respect. Comments should highlight specific areas of strength and weakness in the candidate
viii.	The oral examination evaluation should not include any diagnosis of the candidate. Evaluation is an educational, not a supervision process. The examiner should avoid unqualified critical statements and unsubstantiated value judgments. Such words as 'insufficient' or 'adequate' do not carry enough information to give the candidate proper guidance for future progress. Remarks should specifically address the criteria of the marking scale
ix.	The oral examination evaluation should include positive strokes. If there is something that is unsatisfactory or if information is missing, the comments should be specific about what is expected, so that the candidate may learn something useful. The examiner should address the candidate directly, making the evaluation a respectful I'm OK – You're OK process
x.	Examiners are to ask the candidate questions about their written examinations and their practice
xi.	Examiners are to give feedback to the candidate on their recordings
xii.	The candidate is to be asked only one question at a time. Examiners are to avoid framing questions that are close-ended, negative, and vague
xiii.	Examiners are to offer feedback after every response from the candidate to inform the candidate what their evaluation is of their response
xiv.	Examiners must rephrase the question if the candidate provides a partial or incorrect response to one. If a candidate repeatedly provides an incorrect or unclear response to a question, the examiner must make it clear to the applicant what response they were seeking
xv.	Examiners are to identify and discuss problem areas

xvi.	Each examiner is to pay close attention to the other Board members, providing them with comments and encouragement as well as letting them know what is happening in their own opinion
xvii.	Examiners can Refer to Section 10.3 for details on the criteria of ‘ Pass ’ and ‘ Deferral ’ of an examination
xviii.	Make use of the numerical marking scale and the guidelines provided in Appendix IV
xix.	For details on the rating procedure, examiners can refer to Section 10.2
xx.	The examiners hold no obligation to respond or communicate with the candidate/candidate’s supervisor before and/or after the exam

10.1 Section Marking and Final Assessment of Oral Examination

Candidates can receive a maximum score of 5, and a minimum score of 1, from each examiner, on multiple competencies in their D-TAP oral examination. Please refer to [Appendix IV](#) for a detailed breakdown of the competencies, based on which the examiners will mark the D-TAP oral examination.

10.2 Rating Procedures of Oral Examination

The oral examination consists of two parts, marking and voting, details of which are given below:

10.2.1 Marking Procedure

10.2.1.1. The Chairperson will ask the board if they are ready to start giving the scores
10.2.1.2. 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
10.2.1.3. After this, only a board member can call the process facilitator
10.2.1.4. Once the marking procedure begins: → Each member of the board does their own marking → There might be and not necessarily a discussion → Board members may revise their marking

- The scores are called out
- The Chairperson records the scores
- The final score received by the candidate will be an average of the scores of all three examiners

10.2.2. Voting Procedure

10.2.2.1. Before the voting procedure begins, the chairperson informs the board members that this is their last opportunity to call the process facilitator

10.2.2.2. Board members vote to pass or defer

10.2.2.3. Points are to be used as a guide and the judgement of the examiners is the final decision. Details of how the voting process leads to pass or deferral is given in Section 10.3

10.3 Results of Oral Examination: Pass and Deferred

The rating process has two possible outcomes: "Pass:" or "Deferred" the specifics of which are detailed below:

10.3.1 Pass:

A minimum of two votes to pass are needed for the candidate to pass the oral examination. Once the candidate passes both the written and the oral examinations, the SAATA exam coordinator sends the feedback to the candidate, and the candidate will be awarded an e-certificate via email.

10.3.2. Deferred:

If two or more examiners of the oral examination vote to defer, the candidate is deferred. If two or more examiners of the oral examination vote to pass, the candidate passes, except in the following two instances where the candidate is automatically deferred.

10.3.2.1. The total score (average of the total score of all three examiners) is 25 points or less

10.3.2.2. The candidate receives a rating of 1 from all three examiners on anyone marking criterion

10.4 Appeal Process for Written/Oral Examination

Any challenge to the result must go through the appeal process through SAATA PSD. Candidates can refer to this section for detailed information about the Appeal Process for both written and oral examinations:

10.4.1 The candidate can write to SAATA PSD within 30 days of receiving the results of the oral/written examination with the [appeal request](mailto:exams@saata.org) to exams@saata.org. The request will be reviewed by the PSD and a panel will be convened to process it

10.4.2. Following are the conditions in which a candidate can appeal the result of their oral/written examination:

10.4.2.1. If the candidate's oral/written examination has been deferred

10.4.2.2. If there is a serious administrative error in the management of the examination process

10.4.2.3. If the examiners failed to follow SAATA regulations in the evaluation process

10.4.2.4. If any other serious circumstance or irregularity took place

10.4.3. Following are the conditions in which the PSD can reject a candidate's appeal:

10.4.3.1. If the exam was not recorded by the candidate

10.4.3.2. The candidate made an appeal on matters of academic judgement

10.4.3.3. The candidate had every option/opportunity to bring the issues detailed in their appeal before the examination board before the examination/ evaluation process was completed

10.4.3.4. The candidate was not aware of or did not understand the published regulations about the examination process that they have appealed about

10.4.3.5. The appeal is with respect to a health condition that the candidate was aware about at the time of the examination process

10.4.3.6. The appeal was submitted after the deadline (within 30 days of receiving the results of the oral examination)

10.4.4. Following are the details of the appeal process, which the candidate must follow:

- 10.4.4.1. Candidates are required to complete the [Application to Appeal form](#), and outline the grounds for making the appeal
- 10.4.4.2. The form must be supported by corroborative evidence such as medical certificates, statements from other parties, recording of the examination process etc.)
- 10.4.4.3. The complete form is to be submitted to the SAATA exam supervisor within one month of receipt of the evaluation deferring the candidate. The candidate is to preserve the proof of receipt of the application. The PSD will reject any application for appeal received after the deadline
- 10.4.4.4. All appeal documents must be in/translated into English
- 10.4.4.5. The candidate will receive a written notification within one month of receipt of the application on whether the appeal is considered valid
- 10.4.4.6. If the appeal is valid, the candidate is to send copies of the written examination and recordings of the oral examination to the exam supervisor
- 10.4.4.7. An appeal panel will be convened to consider the application and arrive at a decision within six weeks of receipt of the documents
- 10.4.4.8. The appeal panel will have three members, of which one will be a Teaching and Supervising Transactional Analyst
- 10.4.4.9. The appeal panel may meet online or in-person to discuss the appeal
- 10.4.4.10. The appeal panel is to listen to the recording of the oral examination
- 10.4.4.11. On arriving at a decision, the appeal panel will notify the exam supervisor of the result
- 10.4.4.12. The exam supervisor is to inform the candidate of the outcome of the appeal proceedings within two weeks of the Appeal Panel Meeting

10.4.5. After revaluation, the examiner sends the evaluation and feedback as per the procedure outlined in points 7–10

10.4.6. The examiners hold no obligation to respond or communicate with the candidate/candidate's supervisor/supervisor

10.4.7. Following are the potential outcomes of an appeal:

10.4.7.1. The appeal is denied. The decision is final, and no further appeal is possible

10.4.7.2. The appeal is upheld and one of the following recommendations is made:

- The defer evaluation of the examination board is revised
- The candidate may re-take elements of the examination process at no cost
- The candidate may re-take the entire examination process at no cost
- The appeal panel can suggest further alternatives for evaluation

10.4.8. The Oral Examination Board/the examiners of the written exam will be notified of the outcome of the appeal and of the reasons for the decision

Appendix I: Application for D-TAP Written Examination

Date: _____

To:

Professional Standards Division

South Asian Association of Transactional Analysts (SAATA)

Application for D-TAP Written Examination

I have completed all the requirements for the written examination to qualify as D-TAP. Please record my readiness to have my examination graded.

Names of your two endorsing supervisors and supervisors, trainers who have been part of your exam process in the last 6 months:

1. _____

2. _____

3. _____

4. _____

Enclosed are scanned copies of the following:

1. Endorsement by the primary supervisor ([Appendix III](#)).

Language of examination: English

Other: (specify) _____

Candidate's Name: _____

Signature: _____

Address: _____

Email: _____

Phone No: _____

(Kindly use the mail address utilised to register your membership with SAATA)

Appendix II: Supervisor's Endorsement for D-TAP Written Examination

Date: _____

To:

Professional Standards Division
South Asian Association of Transactional Analysts (SAATA)

Endorsement for D-TAP Written Examination

Candidate's Name: _____

Supervisor's Name: _____

As the candidate's primary supervisor, I certify that I provided training to the candidate from (DD/MM/YYYY) _____ to _____.

The candidate has completed

_____ hours of advanced TA training (300 minimum)

_____ hours of application hours (minimum 500)

_____ hours of supervision hours (minimum 100)

_____ hours of personal work hours (minimum 100)

_____ Total hours (minimum 1000)

☐ (Tick this) **Declaration:** I, the primary supervisor, confirm that the candidate has completed the above requirement to appear in the D-TAP written examination. I have read the examination and find it to be in the appropriate format and of required standard.

Supervisor's Name: _____

Signature: _____

Address: _____

Email: _____

Phone: _____

Appendix III: D-TAP Written Examination Evaluation:

Section A: Professional Self Portrayal

Total Marks: 20

Criteria	Max. Marks	Marks Awarded
Understanding of the social, cultural, professional context	4	
Awareness of the self as a TA Professional	4	
Impact of TA training and supervision in Professional Development	4	
Ethical Position	3	
Collaboration, Referral Systems, Awareness of one's own Limitations as a Professional	3	
Consideration of the Impact of Client Systems	2	

Section B: Case Study or Portfolio

Total Marks: 50

Note: Competencies 9 and 10 may not be applicable in some contexts of developmental application of TA, like individual coaching or education. In that case, mention NOT APPLICABLE in the Comments.

No .	Competency	Max. Marks	Marks Awarded
1	Contracting and Assessing Identifies the appropriate authority for contracting; works with multi-level and multi-cornered contracts; identifies the requirements of client; assesses one's own competence; provides required intervention; considers the psychological underpinnings in client/client system	5	

2	Diagnosis Uses appropriate methods to collect relevant data for diagnosis; identifies key issue(s) underlying the presenting problem; uses differential diagnosis to confirm the diagnosis	5	
3	Creating a Working Alliance Balances challenge and safety; gives a rationale for the style of interaction and how it promotes a working alliance between all parties; considers factors which create safety for the client; relates authentically; promotes inclusive and anti-discriminatory practices in ways which are consistent with the client's role, organizational policy, and legislation	5	
4	Designing and Implementing Interventions Identifies various approaches and options available to suit the client's requirements; designs interventions aligned with the contract and diagnosis; achieves learning and change objectives as contracted; considers the balance of content and length of different interventions; identifies potential limitations in design and generate realistic ideas to overcome them; identifies the impact of environmental, social, and cultural factors on the work; works in the here and now	5	
5	Evaluating Interventions and Practice Evaluates interventions and the rationale for their selection explain the scope and purpose of the evaluation; identifies the object of evaluation and the method to collect the appropriate information; evaluates own practice against set goals and criteria; aware of their own impact on others; accepts feedback in a positive manner and assesses it for validity and importance; sets clear and	5	

	realistic goals and targets for their own development in order of priority		
6	Addressing Ethical Issues Aware of ambiguities in boundaries when working in organizations; discusses and demonstrates ethical behaviour in organizations; discusses the use and abuse of the consultant/practitioner's role in the organization; sets and maintain boundaries with respect to information shared within an organization (by management about employees and vice versa); follows and reflects the SAATA Code of Ethics	5	
7	Individual Development Demonstrates knowledge and application of models for working with people in systems; understands the role of individual in impacting systems and vice versa; reflects on the level and effects of interventions on the individual and the system; deals with complexity while prioritising and focusing on key issues; manages the boundaries between organizational goals and personal needs; aware of interactions between subsystems including their own consultant system	5	
8	Interpersonal Development Understands the role of interpersonal communication and relationships in organizational change; identifies interpersonal dynamics and provides feedback; fosters mutual respect and collaboration between members of the client system; encourages responsible behaviour between members of the client system	5	
9	Group/Team Development Maintains a balance between group process and the task; encourages equal participation; identifies and works with those avoiding the task; challenges stereotyping of individual roles and behaviour in the group and		

	constructively uses this to enhance knowledge; demonstrates knowledge of different types of groups; aware of key theoretical models of group work; forms, maintains, and closes groups; recognizes and works with leadership, power, and authority in groups	5	
10	Organization Development Understands change processes in organizations, which takes into account the socioeconomic and political reality, frames of reference, culture, relationships, the influence of the organization on the individual and vice versa; reflects on and teaches theoretical models to address organizational needs; aware of the micro- and macro- relations between individuals and the organization, and takes into account the whole as well as the parts	5	
	Total Section B Score If Competencies 9 and 10 are not applicable, use the below formula to arrive at the final score (Total score / 40) x 50	50	

Section C: Theory and Literature (3 questions to be answered)

Total Marks: 18

Criteria	Max. Marks	Marks awarded
Theoretical Understanding of TA ▪ Significance of questions chosen and the concepts used ▪ Connection between application and theoretical understanding ▪ Use of client examples and transcripts ▪ Use of supervision and ethical thinking	4	
Presentation ▪ Coherent, creative, concise and well-organised	2	

Overall Execution and Presentation: 12 Marks

Criteria	Max. Marks	Marks awarded
Sensitivity to social/cultural context	2	
Congruence in thinking and approach	2	
Overall Presentation	3	
Appropriate and correct referencing	5	

Consolidated Written Examination Marking Sheet

Section	Description	Maximum marks	Awarded Marks
A	Professional Self-Portrayal	20	
B	Case Study/Portfolio	50	
C	Theory and Literature (3)	18	
	Overall Execution and Presentation	12	
	Total	100	

Appendix IV: Application for D-TAP Oral Examination

Date: _____

To:

Professional Standards Division

South Asian Association of Transactional Analysts (SAATA)

Application for D-TAP Oral Examination

I have completed all the requirements for the oral examination to qualify as D-TAP. Please record my readiness to have my examination graded.

Names of your two endorsing supervisors and supervisors, trainers who have been part of your exam process in the last 6 months:

1. _____

2. _____

3. _____

4. _____

Enclosed are scanned copies of the following:

1. Endorsement by the supervisor ([Appendix V](#): Supervisor's Endorsement for D-TAP Oral Examination).

Language of examination: English Other: (specify) _____

Will the candidate be accompanied by a translator? _____

(Please note, translator cannot be a TA trainee, supervisor, and/or practitioner)

Candidate's Name: _____

Signature: _____

Address: _____

Email: _____

Phone No: _____

(Please share the email id that the candidate has used to register their membership with SAATA)

Appendix V: Supervisor's Endorsement for D-TAP Oral Examination

Date: _____

To:

Professional Standards Division
South Asian Association of Transactional Analysts (SAATA)

Endorsement for D-TAP Oral Examination

Candidate's Name: _____

Supervisor's Name: _____

As the candidate's endorsing supervisor, I certify that I provided training to the candidate from (DD/MM/YYYY) _____ to _____.

The candidate has completed

_____ hours of advanced TA training (300 minimum)

_____ hours of application hours (minimum 500)

_____ hours of supervision hours (minimum 100)

_____ hours of development hours (minimum 100)

_____ Total hours (minimum 1000)

☐ (Tick this) **Declaration:** I have checked the candidate's log. The candidate has completed all the requirements for appearing in the oral examination.

Supervisor's Name: _____

Signature: _____

Address: _____

Email: _____

Phone: _____

Appendix VI: D-TAP Oral Examination Marking Sheet

Candidate Name: _____

Date of Examination: _____

Each of the following competencies is graded on a five-point scale. The examiner is to select the number rating which they believe best describes the candidate's performance.

- 1. Professional and Personal Identity: Ability to describe their own ideological beliefs and relate them to the philosophical assumptions of transactional analysis, including the implications of cultural and social identities and the significance of this on the assessment, the contract, the work and the professional relationship.**

5	4	3	2	1	
Awareness of own social and cultural identity and that of the client, and the possible implications of these on the client work, including the significance of differences; clearly related to philosophical assumptions	Some awareness of social and cultural identity and differences in the client relationship	Little or no awareness of significance of cultural and social factors			1 _____
					2 _____
					3 _____
					4 _____
					5 _____

- 2. Context of Practice: Ability to recognise the context of practice with respect to the client population, the diagnostic criteria and the professional development frameworks**

5	4	3	2	1	
Awareness of the context of practice with respect to the client population, the diagnostic criteria, and the professional development frameworks	Some awareness of the context of practice with respect to the client population, the diagnostic criteria, and the professional development frameworks	Little or no awareness of the context of practice with respect to the client population, the diagnostic criteria, and the professional development frameworks			1 _____
					2 _____
					3 _____
					4 _____
					5 _____

- 3. Ethics: Ability to relate to ethical principles**

5	4	3	2	1	
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Articulates a coherent vision of values and ethical principles. Demonstrates high level of ethical thinking in practice.	Relates to ethical principles and demonstrates some level of ethical thinking and practice.	Little or no awareness of ethical principles.	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
--	---	---	---

4. Integrating Theory into Practice: Capacity to conceptualise, create, and discuss a range of intervention options in terms of different TA theoretical models and concepts.

5	4	3	2	1	
Discussion of TA theory including different trends and approaches as well as recent developments.	Flexible and in-depth discussion of practice in relation to theory	Scant knowledge – only one approach.	1 _____ 2 _____ 3 _____ 4 _____ 5 _____		

5. Contracts: Ability to work with contracts in different settings with individuals and/or groups relating to the practice.

5	4	3	2	1	
Makes an appropriate shared contract clearly related to effective planning, interventions, and evaluation	Makes an appropriate shared business contract, but not related enough to planning, interventions and evaluation.	No clear goal or contract. Interventions indicate little or no direction or evaluation.	1 _____ 2 _____ 3 _____ 4 _____ 5 _____		

6. Diagnosis: Clarity about accurate assessment of the client situation, based on the context, needs and goals of the client and client system, the legal obligations and the strengths and limitations of TA practice.

5	4	3	2	1	
Assesses situations and issues accurately		Perceives problems but is unclear as to their significance.	Lack of awareness of major issues.		1 _____
					2 _____
					3 _____
					4 _____
					5 _____

7. Interventions and Effectiveness: Candidate demonstrates creativity and effectiveness in her/his interventions within the context of the relationship, the contract and the stage of the client work

5	4	3	2	1	
Most interventions accomplish what they are designed to achieve. Practitioner monitors the effect of their interventions and responds appropriately.		Interventions are moderately effective. Practitioner somewhat attuned to the client's response.	Interventions are counterproductive or ineffective. Practitioner is ill attuned to the client's response.		1 _____
					2 _____
					3 _____
					4 _____
					5 _____

8. Client Relationship: Establishment and maintenance of an I'm OK – You're OK relationship

5	4	3	2	1	
High level of competent and effective relationship with the client. Understanding of the psychological process, demonstration of appropriate protection, permission and potency.		Evidence of an effective relationship with client. Some understanding of the psychological process, some demonstration of appropriate protection,	Scant evidence of an I'm OK-you're OK contact and little understanding of the complexity of the relationship with client		1 _____
					2 _____
					3 _____
					4 _____
					5 _____

	permission and potency.		
--	----------------------------	--	--

9. Self-reflection: Capacity for self-reflection

5	4	3	2	1	
High awareness and understanding of own process and its impact on intervention.	Some awareness and understanding of own process and its impact on intervention.	Little awareness and understanding of own process and its impact on intervention.			1 _____ 2 _____ 3 _____ 4 _____ 5 _____

10. Overall Rating: Demonstration of general and specific core competencies as a TA practitioner.

5	4	3	2	1	
Demonstrates high level of general and specific core competencies as a TA practitioner	Demonstrates moderate level of general and specific core competencies as a TA practitioner	Demonstrates low level of general and specific core competencies as a TA practitioner			1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Total Score _____

Note: Points are to be used as a guide and the judgment of examiners is the final decision. However, deferment is automatic: 1) if a candidate receives a rating of '1' from all of the examiners in any one criterion, or 2) if the average total score is 25 points or below for the examination.

If two or more examiners vote to pass, the candidate passes. If two examiners vote to defer, the candidate is deferred.

Appendix VII : D-TAP Mid-term Case Study Assessment cum Feedback Form

IMPORTANT – REFER TO FULL LIST OF CORE COMPETENCIES WHEN ASSESSING

Candidate Name : Essay/Portfolio (delete as appropriate)

Date Submitted : Date Assessed :

Assessor Name :

Note: Competencies 9 and 10 may not be applicable in some contexts of developmental application of TA, like individual coaching or education. In that case, mention NOT APPLICABLE in the Comments.

Code for Ratings		
N = needs more work	G = meets expectations	B = exceeds expectations

No	Competency	Assessor Comments	Rating
1	Contracting and Assessing Identifies the appropriate authority for contracting; works with multi-level and multi-cornered contracts; identifies the requirements of client; assesses one's own competence; provides required intervention; considers the psychological underpinnings in client/client system		
2	Diagnosis Uses appropriate methods to collect relevant data for diagnosis; identifies key issue(s) underlying the presenting problem; uses differential diagnosis to confirm the diagnosis		
3	Creating a Working Alliance Balances challenge and safety; gives a rationale for the style of interaction and how it promotes a working alliance between all parties; considers factors which create safety for the client; relates authentically; promotes inclusive and anti-discriminatory practices in ways which are consistent with the client's role, organizational policy, and legislation		
4			

	Designing and Implementing Interventions Identifies various approaches and options available to suit the client's requirements; designs interventions aligned with the contract and diagnosis; achieves learning and change objectives as contracted; considers the balance of content and length of different interventions; identifies potential limitations in design and generate realistic ideas to overcome them; identifies the impact of environmental, social, and cultural factors on the work; works in the here and now		
5	Evaluating Interventions and Practice Evaluates interventions and the rationale for their selection; explain the scope and purpose of the evaluation; identifies the object of evaluation and the method to collect the appropriate information; evaluates own practice against set goals and criteria; aware of their own impact on others; accepts feedback in a positive manner and assesses it for validity and importance; sets clear and realistic goals and targets for their own development in order of priority		
6	Addressing Ethical Issues Aware of ambiguities in boundaries when working in organizations; discusses and demonstrates ethical behaviour in organizations; discusses the use and abuse of the consultant/practitioner's role in the organization; sets and maintain boundaries with respect to information shared within an organization (by management about employees and vice versa); follows and reflects the SAATA Code of Ethics		
7	Individual Development Demonstrates knowledge and application of models for working with people in systems; understands the role of individual in impacting systems and vice versa; reflects on		

	the level and effects of interventions on the individual and the system; deals with complexity while prioritising and focusing on key issues; manages the boundaries between organizational goals and personal needs; aware of interactions between subsystems including their own consultant system		
8	Interpersonal Development Understands the role of interpersonal communication and relationships in organizational change; identifies interpersonal dynamics and provides feedback; fosters mutual respect and collaboration between members of the client system; encourages responsible behaviour between members of the client system		
9	Group/Team Development Maintains a balance between group process and the task; encourages equal participation; identifies and works with those avoiding the task; challenges stereotyping of individual roles and behaviour in the group and constructively uses this to enhance knowledge; demonstrates knowledge of different types of groups; aware of key theoretical models of group work; forms, maintains, and closes groups; recognizes and works with leadership, power, and authority in groups		
10	Organization Development Understands change processes in organizations, which takes into account the socioeconomic and political reality, frames of reference, culture, relationships, the influence of the organization on the individual and vice versa; reflects on and teaches theoretical models to address organizational needs; aware of the micro- and macro- relations between individuals		

	and the organization, and takes into account the whole as well as the parts		
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Appendix VIII: Application to Appeal Form

Name: _____

Date: _____

Contact No.: _____

Address:

Email: _____

To:

Professional Standards Division

South Asian Association of Transactional Analysts (SAATA)

I wish to appeal against the outcome of the D-TAP written/oral examination (select as applicable)

Date of examination: _____

Enclosures (select as applicable):

1. A copy of my mid-term Assessment cum Feedback
2. A copy of my written examination and the evaluation I have received
3. A recording of my oral examination
4. Copies of my oral exam tapes
5. A copy of my oral exam score sheet

The grounds for my appeal are as follows: (Please refer to the appeals procedure)

(Continue on another sheet or overleaf if necessary)

Signature: _____

Send this form with the above documentation to PSD at exams@saata.org