

Section 8 The CTA Written Examination



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8.1 Introduction and Overview

Important

As part of PTSC's commitment to fostering inclusive and psychologically safe learning and assessment environments, we invite all those involved in training and examinations to give careful consideration to any accessibility or support needs—whether their own or those of the candidate. These needs may relate to neurodiversity, disability, mental or physical health, cultural or linguistic background, or other aspects of lived experience. To facilitate this process, the Expression of Accessibility Requirements Form (13.4.7) is available as a structured means of identifying and communicating any adjustments or support that may enhance participation and performance. This form can be completed or updated at any time and shared, as appropriate, with trainers, supervisors, examiners, or other relevant individuals. Engaging with this process actively supports equitable access to learning and assessment, and promotes dignity, respect, and understanding for all.

8.1.1 The purpose of the Written Examination

The purpose of the Written Examination is to demonstrate that the candidate has integrated the core competences of his/her/their chosen field of application and how he/she/they work effectively and ethically as a theoretically based Transactional Analyst.

8.1.2 Overview of the Written Examination

The Written Examination consists of four sections:

- A.** Self-portrayal of the candidate and of his/her/their work as a Transactional Analyst.
- B.** Report on the learning experiences gained during TA training.
- C.** The client case or project study.
- D.** Theory and literature. The candidate is required to answer six questions on TA theory and practical application of it.



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8.1.3 Field of specialization

The Written Examination must be within the candidate's declared field of specialization. The Written Examination evaluator will decide if this is the case. If the evaluator is unsure about the field, he/she/they will refer the Written Examination back to the candidate's Language Group Coordinator for a decision. In case of dispute, the Supervising Examiner will make the final decision.

8.1.4 Language and translation

The Written Examination submitted via these procedures must be written in English. There is no requirement to translate it for the Oral Examination should an UKATA candidate go abroad for their oral examination.

8.1.5 Anonymity

The Written Examination must be anonymous. This is the candidate's responsibility. There must be no indication in the text that might allow the candidate, Principal Supervisor or trainers to be identified. This requirement is to protect the candidate. If the candidate explicitly identifies his/her/their training institute or trainer in his/her/their written exam, the exam will automatically be returned to the candidate. The identity of a psychotherapy or counselling Case Study client must be disguised. Anonymity must be preserved in all fields. It is the responsibility of both candidate and Principal Supervisor to make sure that permission has been obtained to use the clinical or case material used for the written exam.

8.1.6 Total length



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English language Written Examinations have a maximum word limit of 24,000. When the written exam is sent to the UKATA exam coordinator the candidate must also send a signed statement of the number of words in the written exam.

Diagrams and the bibliography may be included in the Written Examination **in addition to the word limit**. In special cases the Language Group Coordinator may give permission also for an appendix to be included; such an appendix may only be, for example, clarification of a work context or project. It must not contain information that would normally be included in the exam itself and would form part of the formal evaluation.

8.1.7 Presentation

The Written Examination must be:

- Word processed using font type: Arial or other accessible font, size 12.
- A complete reference list of all concepts and authors cited in the exam must be included. A bibliography to indicate other reading and research that has informed the case study and other theories and approaches that have influenced the candidate may also be given separately.
- Either the Harvard or APA style of referencing should be used.
- Written double-spaced throughout, the bibliography and any transcripts may be single-spaced.
- The word count has to be declared on the front page of the exam.
- The field of the candidate has to be clearly identified on the front page.

Candidate must ensure that there is a consistency between the way he/she/they use and comments on TA theory, literature and the processes described throughout.

Each page should:

- Have good margins.

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- Be numbered consecutively throughout the examination document.

8.1.8 Scoring for each section and final evaluation

All parts of the Written Examination must be answered. The sections are weighted as follows: A = 20%; B = 10%; C = 35% and D = 35%. An overall percentage score of 100% would indicate a faultless pass. The Written Examination will be deferred if the total score is less than 65% or if it does not meet the requirements set out in 8.6.6.



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8.2 The Psychotherapy Written Examination

Candidates need to refer to the core competences (see Section 2) on which the exam will be assessed, they also need to make sure to include evidence of them throughout the exam, as well as ensure that the presentation is coherent and has a clear structure.

The answers to the following questions should be as concise as possible.

8.2.1 Section A. Professional self-portrayal

This part of the written examination is worth 20% of the total marks.

1. What is your professional title?
 - Describe the place where you work or your work setting.
 - What is your job description?
 - Who are your colleagues?
 - What is your place within the organization?
 - Who are your patients or clients?
 - Who refers them?
 - What different categories of diagnosis you work with?
2. Describe the main focus of your professional practice and what contribution TA makes to your work.

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3. Describe your legal status and say how far you fulfil conditions for work as psychotherapist, as they are laid down in your country's/state's laws and statutes.
 - How do you protect yourself and your clients?
 - Describe the clients with whom you would refuse to work and say why
 - What arrangements do you have for referral of these clients to other professionals?
 - If you are not a medical doctor, what consultation arrangements do you have to provide medical evidence and back-up?
 - What are the criteria by which you determine if such a medical consultation is necessary?

8.2.2 Section B. Candidate's Learning experience gained during TA training and personal development

This part of the Written Examination is worth 10% of the total marks. Candidates may respond to the following questions in any order.

1. When and why did you choose to undertake TA training, and with what purpose in mind?
2. What challenging experiences have you had while learning/using TA? How have they impacted your personal development?
3. Describe the importance of TA in your professional development and how it has influenced you professionally.
4. How has this impacted your career pathway, if at all?



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5. How have these experiences influenced the development of your professional identity as a psychotherapist and as a TA practitioner in your chosen field?

8.2.3 Section C) The Client Case Study

This part of the Written Examination is worth 35% of the total marks.

You do not necessarily have to present the information on your client in the order given below, but it is important that you ensure that the case study is coherent.

Provide information under each heading only if it is relevant, e.g. give information on developmental history only if this is important in your case study.

In your description of the psychotherapy, it is of paramount importance for you to clearly show your process and your role as a psychotherapist. The description should concentrate not only on the client in the course of psychotherapy **but on the relationship between you and the client and on your response to the client.**

Show clearly how your interventions and the client's process are related.

1. Relevant personal details of the client, including:
 - a. Age.
 - b. Gender.
 - c. Marital status.
 - d. Current family members.
 - e. Job status.

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- f. Social relationships.
- 2. Context of referral:
 - a. Referral agency.
 - b. Reason for referral.
- 3. Working process:
 - a. Did you work with this client in a group or family, or in individual psychotherapy?
 - b. Why did you choose this way of working?
 - c. At what frequency did you work together?
 - d. How long did this work continue, in terms of time and of the number of sessions?
- 4. At your initial meeting:
 - a. What problems did the client present to you?
 - b. What was the mental and physical condition of the client?
 - c. What was his/her/their professional situation?
 - d. What was your initial or assumed diagnosis?
- 5. Give historical information about your client in the following areas:
 - a. Family.



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- b. Development.
 - c. Medical.
 - d. Sexual relationships.
 - e. Significant relationships.
 - f. Education.
 - g. Work and employment.
6. What was the initial agreement or contract between you and the client?
7. Your diagnosis:
- a. Give a diagnosis based on transactional analysis, analysing the client's present situation using two or three TA concepts.
 - b. Give a diagnosis on the basis of a non-TA system that is familiar to you, for example from the latest edition of the *Diagnostic and Statistical Manual of Mental Disorders* or *The International Classification of Diseases*.
 - c. Describe how you arrived at this diagnosis, and show how you made differential diagnoses to exclude other options.
8. Define the presenting problem, making a clear distinction between your understanding and your client's point of view.
9. What was the final treatment contract between you and your client?

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10. Treatment plan:

- a. Describe your overall treatment plan, referring to your diagnosis of the client.
- b. What did you envisage to be the stages and final goal of your treatment?

11. The psychotherapy process:

Summarize the psychotherapy process, describing its separate stages using appropriate TA concepts to describe what is happening.

Give examples of your interaction with the client, including literal transcripts, focusing in particular on your significant interventions and how the client responded.

- Note any connections between your interaction and the problem you defined at the beginning.
- State to what extent you consider the contract or contracts to have been completed and what criteria you use to assess this.
- Describe difficulties you experienced with transference and counter transference phenomena in your relationship with the client.
- Include a description of your use of supervision.
- With reference to your client, briefly discuss the concept of cure.
- Link your chosen interventions with your treatment plan and your ideas about cure.



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- Describe to what extent your treatment plan has been realized? If you changed your treatment plan during the course of the psychotherapy, say why.

12. Prognosis:

- a. Describe the present state of the treatment process and say whether you are still working with this client.
- b. How do you evaluate the changes for your client?
- c. What is your prognosis?

13. Concluding remarks:

Describe your learning experience during your work with this client.

8.2.4 Section D) Questions on theory and literature

This part of the Written Examination is worth 35% of the total marks.

Guidelines

The purpose of this section is to demonstrate your theoretical understanding of TA concepts and models. You are required to answer six questions from the list provided below.

Theoretical presentation means providing a definition and description of the general concept leading to an analysis and explanation of its use, and showing connections, where appropriate, to other TA concepts. It is also expected that examples illustrating specific concepts will be provided to extend your explanation.

Candidates have the option to choose the clients they wish to discuss in their Section D.



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This can be the Section C case study client or any other client they have worked with. Where necessary additional illustrative material can be used and must be taken from within the psychotherapy field. All examples are to be set out briefly and concisely.

There are two ways in which you can present your responses to the six questions, all of which are designed to integrate coherently with the project study in Section C. The important point is to be clear at the outset of your study where and how the six theoretical questions will be answered. Here are the two options:

1. The responses can be set out as a separate section.
2. The responses can be set out separately within Section C as an extended commentary on a specific theme.

A combination of these is possible, for example two responses provided as an extended commentary and four responses in a separate section. Regarding Option 2 it is important to alert the reader exactly where the response begins and ends in Section C.

Finally, it is important that there is coherence and consistency in your treatment of the theory questions, example material used and where appropriate, the Section C narrative.

The Questions

*There are five categories of questions and six question to be answered. Candidates are required to choose **at least one** question from each of the Categories. **The research question (Category 5) is mandatory therefore the sixth question may come from any of the other four categories.***

Category 1 Questions relating to Practice.

***Q4** Asses the value and benefits of using an overall treatment plan for psychotherapeutic process. What criteria do you use in deciding which treatment plan you will use with which*



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clients, what do you take into account when planning stages and your rationale for any adaptations you may make?

***Q5** Compare and contrast various TA concepts that can be used to diagnose and assess your clients? How do you determine which concepts would be most useful with regard to different types of client presentation and their effectiveness with reference to your clinical experience? Discuss relevant contemporary research on diagnosis and assessment that supports your understanding of this topic.*

***Q10** Evaluate the effectiveness or otherwise of contracting in the therapeutic process. Compare and contrast different T.A. models of contracting and assess how they may be employed with clients of different presentations. How does TA compare to other therapeutic approaches?*

Category 2 Questions relating to Process

***Q8** What models or concepts do you use to understand the intrapsychic process? From your experience of using these models evaluate their relevance to clinical practice.*

***Q9.** Analyse two or more models that you use to understand interpersonal relationships and communication and demonstrate how you integrate this into the way you work?*

***Q11** Compare and contrast models of group work, working with families or working with couples. Provide examples of how you have used them and how you may have synthesised TA models with other therapeutic models of working with groups, families or couples to enhance the effectiveness of your practice.*

Category 3 Questions relating to Theory

***Q2** Evaluate an aspect of recent developments (within the last 10-15 years) in Transactional Analysis theory and demonstrate how it has influenced your thinking and practice.*



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***Q6** Critically evaluate the TA concepts you use to understand the origin of psychological problems. Examine how this relates to your ideas on psychological well-being or cure. What contemporary research have you drawn on to support your understanding?*

***Q12** Choose a topic or issue in psychotherapy you would like to deal with theoretically using TA concepts. Show how you have developed this topic or issue and how it has influenced the way you work. Evaluate this topic or issue against other therapeutic models and contemporary research on in this area.*

Category 4 Questions relating to Philosophy

***Q1** Describe your personal style of transactional analysis psychotherapy, differentiating between the major approaches and those concepts you emphasise. Discuss how these approaches may differ to other therapeutic models. Critically evaluate the effectiveness of the approach you use in your clinical practice.*

***Q3** Examine the concept of psychotherapeutic change. Appraise what this means to you. Compare and contrast TA concepts that can be used to facilitate this. How do they compare to other theoretical models on psychotherapeutic change? What contemporary research informs your understanding?*

***Q7** Describe how you understand the psychotherapeutic relationship drawing on both research and your understanding of other therapeutic models? Demonstrate how this relates to TA concepts, and examine how it influences the way you work.*

Category 5 Research Mandatory.

***Q13** Describe a research project you are aware of or have been involved in. Evaluate both the process of the research and its outcomes and discuss other research in this field. Assess the implications for TA theory and practice.*



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8.3 Evaluating and Scoring the Written Examination

8.3.1 Guidelines for Evaluators

All evaluators of written CTA exams have to attend a WEW before they will be given an exam for evaluation.

The main function of this section is to give written examination evaluators consistent criteria for use in evaluation. Please bear in mind the following recommendations based on previous experience.

The candidate has invested a lot of him/her/themself in this written examination. Respect this, no matter what the result may seem to you to be.

While framing your comments, bear in mind the question: “How would I feel if I were the candidate or the candidate’s principal supervisor?”

Your comments should provide an important guide to the candidate and to the oral examination board about specific areas of strength and weakness in the written exam.

The written examination evaluation should not include any diagnosis of the candidate.

Evaluation is an educational process not a psychotherapeutic one. The feedback has the aim of providing clear information to the candidate towards a developmental learning experience for him/her/them, together with the assessment.

The evaluator 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 to future progress instead write “the exam does not show how you have...”.

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Address your remarks specifically to the criteria of the scoring scale based on the core competences.

The written examination evaluation should include positive strokes.

Be specific about your expectations if there is something that is unsatisfactory or if information is missing so that the candidate learns something useful.

Address the candidate directly in your comments making the evaluation a respectful and 'I'm OK and you're OK' process.

8.3.2 Diversity, Equity and Inclusion Guidelines

PTSC is committed to inclusive assessment to ensure that all candidates have a fair chance to show what they know and how they think. Some people learn, write, or communicate in different ways. This might be because they are neurodivergent, have a disability or health condition, use English as a second or third language, or come from a different educational or cultural background.

As an evaluator, your role includes holding standards while also staying open to difference. Inclusive assessment means recognising that a candidate's spelling, grammar, writing structure, or tone may differ from your expectations—but these differences do not necessarily indicate a lack of understanding. What matters most is the candidate's ability to show:

- Their thinking with a depth of understanding
- Application of theory to their ideas and work as a Transactional Analyst in their chosen field.
- Reflective learning with an ability to critique their own work.



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8.3.3 Understanding the Effects of Neurodiversity and Other Accessibility Needs

Neurodiversity and other accessibility needs can affect individuals in various ways. Whether you are a candidate, trainer, supervisor or exam evaluator, you may notice:

- Slower reading or writing speeds.
- Non-linear, visual, or holistic thinking styles.
- Clear internal understanding that is not fully expressed in writing.
- Difficulties with grammar, syntax, or academic conventions.
- Challenges in organising thoughts in structured formats.
- Struggles with interpreting implicit meanings or subtleties.
- Technical or language errors that obscure strong ideas.

These are not signs of lesser intelligence or learning—they are often differences in processing, communication, or educational background.

8.3.4 Guidelines for Written Exam Evaluators

The aims of exam evaluation are to:

- Evaluate fairly and consistently across candidates.
- Focus on the content, understanding, and insight, rather than on language accuracy or presentation, unless those are being specifically assessed.
- Focus on whether the core competencies, in the candidate's field, have been met.

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- Avoid penalising for neurodivergent or language-based differences.

Helpful Practices:

- Read for meaning first: Look for the core message, key ideas, and signs of understanding.
- Re-read: A first read for general sense, and a second read for closer analysis, can help reduce unconscious bias.
- Ask yourself:
 - Is this a lack of knowledge, or a different way of communicating?
 - Is the candidate showing insight, even if the structure or grammar is unconventional?
 - Am I allowing space for a different style of thinking or expression?
- Make constructive comments: Use plain, supportive language.
- Use inclusive language: Feedback should be clear and encouraging, especially where candidates have faced exclusion or misunderstanding in the past.
- Check your interpretation: Talk to your supervisor or co-evaluator if you feel unsure. A second opinion may highlight strengths you hadn't seen.



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8.3.5 Notification Process for Expression of Need and Accessibility

If a candidate has any specific accessibility requirement, they are encouraged to complete the Expression of Accessibility Requirements Form (13.4.7) and to send it to the [UKATA Written Exam Coordinator](#) when submitting their exam.

The [UKATA Written Exam Coordinator](#) will then inform the evaluator of this when sending the exam for evaluation. This is to help the evaluator(s) approach the candidate's work with appropriate understanding and fairness.

If an exam evaluator has any specific learning or accessibility need, they are encouraged to complete the above mentioned form and send it to the language coordinator.

8.3.6 Evaluating and Assessing the Written Examination

The Scoring Scale is in UKATA Handbook, Part 12: Document: 5. A separate numerical scale is provided for each of the four sections up to the total percentage for that section.

Section A is marked from 1 to 20.

Section B is marked from 1 to 10.

Sections C and D are marked from 1 to 35.

In order to comply with UKCP requirements, markers also need to assess the examination against postgraduate levels of competency. The postgraduate scoring scale is given in Part 12; Document 6.

The examiner needs to provide two final marks on the feedback to the candidate: the examiner needs to indicate the numerical percentage (EATA) and the corresponding alphabetic grade on the Post Graduate marking scale in their final evaluation.

When you have completed marking the sections on the Scale, add the four marks together.

The result will be the overall percentage mark for the examination as a whole.

If the score is 65% or more, the written examination will normally be graded as a pass.

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However, the examiner will also take the following into consideration when deciding to pass or defer:

- The candidate must have completed all four sections. If the candidate has not addressed one or more section or if fewer than six theory questions have been answered in Section D, then the exam will be returned to the candidate and marked as a 'no exam'.
- The four sections must be coherent with one another.
- If any one of the criteria listed in the scoring scale is consistently of an unsatisfactory standard, this may give grounds for deferral.
- Any examination marked without reference to the Scoring Scale will be returned by the Examination Coordinator for re-marking.

8.3.7 Evaluation

Evaluators must refer to the core competences and to the oral exam scoring sheet when considering the aspects on the rating scale (13.7.9).

8.3.8 Evaluation and Marking procedures

All UKATA CTA written exam documentation is in the UKATA Handbook, Part: 12.

- 1. Evaluation is initially carried out by the candidate's own Principal Supervisor, in the form of a general appraisal of the Written Examination.*
- 2. If it is in their opinion of passing standard, the candidate should send it to the UKATA Exam Co-ordinator together with the Submission of Written Examination form giving the candidate's contact details. Put no identifying material on the written examination.*



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The Principal Supervisor's Endorsement of CTA Written Examination form should be enclosed (see Part 12: Document 1)

- 3. If the candidate has dyslexia then they have the option to submit a copy of their formal diagnosis to the Exam Coordinator. The Exam Coordinator will inform their examiners in writing. Examiners will be instructed not to mark the candidate down regarding spelling, grammar or structure cohesion. The errors mentioned reflect aspects of dyslexia itself and have no bearing on the candidate's competence as a psychotherapist.*
- 4. The UKATA Exam Co-ordinator sends the Written Examination to two markers that they have selected together with the official Letter to the Evaluator of the CTA Written Examination. This will be a Certified Transactional Analyst, preferably a PTSTA or TSTA in the candidate's field of specialisation.*
- 5. The UKATA Exam Co-ordinator will not identify the candidate or the markers to each other.*
- 6. The examiners using the Scoring Scale marks the Written Examination. Before writing his/her evaluation he/she informs the UKATA Exam Co-ordinator of his/her decision. The UKATA Exam coordinator will make a note of the examiner's decision. Once the UKATA Exam Coordinator has received a decision from both examiners he/she will ask the two examiners to confer. The examiners have the option to ask for assistance in the form of a Process Facilitator if they are experiencing difficulties in conferring and writing the feedback.*
- 7. If they are in agreement then they are instructed to write a joint Written Examination Evaluation, and both put their names to and sign the Written Examination Evaluation.*

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The Written Examinations and the joint Written Examination Evaluation are returned to the UKATA Exam Co-ordinator.

- 8. The UKATA Exam Co-ordination acts as a gatekeeper on the quality of the exam process. They will read the feedback to ensure that the markers feedback to candidates fulfils the relevant criteria in relation to our competencies and is in accordance with EATA and UKCP requirements stated in the UKATA handbook.*
- 9. If the exam has been passed by both markers UKATA Exam Co-ordinator returns the Written Examination and the Written Examination Evaluation to the candidate together with an official letter.*
- 10. If an examination is deferred by one examiner and passed by the other, the UKATA Exam Coordinator will ask the two examiners in their discussions to come to a common decision, and to present a joint Written Examination Evaluation as in 5 above. If they cannot agree, the UKATA Exam Coordinator will send it to a third examiner together with the official Letter to the Evaluator of the CTA Written Examination. The decision of the third examiner is final.*
- 11. The Written Examination is marked by the third examiner independently. Once they have come to a decision they will inform the UKATA Exam Coordinator of that decision. They will then be informed by the UKATA Exam Coordinator that they are a third marker and will be asked to write their Written Examination Evaluation report in consultation with the two previous examiners and to consider the other examiners feedback. All markers are to be identified in the Written Examination Evaluation report but only needs to be signed by the third marker. The Written Examination Evaluation will then be returned to the UKATA Exam Coordinator.*



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12. The UKATA Exam Co-ordinator returns the Written Examination Evaluation to the candidate together with an official letter. The UKATA Exam Coordinator will keep an electronic copy of the exam until all the moderation processes have been completed.

13. When a Written Examination is deferred, it may be re-written by the candidate and resubmitted. The candidate now has the option to either:

- a. have their exam marked as a "fresh" exam where it will go to two different markers. They receive a mark allocated by the examiners according to their academic judgement.*
- b. or the candidate can resubmit to the markers who deferred the exam having made the changes suggested in their feedback. The markers will be asked to mark the exam in the light of the feedback ascertaining if the candidate has made the recommended changes and this is now a passing exam. Candidate receives a pass mark of 65%*

In the second option, the examiners are asked to let the exam co ordinator and candidate know what mark they would have awarded the candidate if this had not been a resubmission.

The UKATA Exam Co-ordinator will accept it for further marking only when the candidate's Principal Supervisor has re-read the examination and signified in writing that they consider the re-written version to be of passing standard

8.4 Appeals

An appeals procedure is implicitly built into this examination assessment procedure. However, in exceptional circumstances, a candidate may want to appeal the outcome or process. In this case he or she may use the Appeals Procedure [as below](#).

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A. FORMAL APPEALS

Formal Appeals must be made within one month of receipt of the Written Examination Evaluation. Appeals cannot be made on matters of academic judgement. Appeals for the Oral exam must be made to EATA, see Section 9 EATA Examinations Handbook.

B. REASONS FOR MAKING AN APPEAL

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

C. REASONS WHY AN APPEAL WOULD NORMALLY BE REJECTED

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

D. THE APPEAL PROCESS

- *Candidates should complete the Application to Appeal form (see Section 8), and outline the grounds for making the Appeal.*
- *Candidates should collect any corroborative evidence (e.g. medical certificates, statements from other parties etc.).*



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- *The completed form and any corroborative evidence should be sent to the UKATA Written Exam Coordinator for written exams and to EATA for oral exams within one month of receipt of the evaluation deferring the candidate and a record of posting should be kept. Any application received after this time will be rejected.*
- *In the case of the Written Examination, a copy of this and the Evaluation(s) should be enclosed.*
- *Appeals will not be considered without the provision of these materials.*
- *The UKATA Written Exam Coordinator in consultation with the Chair of TASC will consider the Appeal application. Further information/clarification may be sought from the candidate and/or the relevant evaluators in deciding whether an Appeal is valid (in other words that it satisfies any of the Reasons for Appeal at B above)*
- *Applicants will receive written notification of whether the Appeal is considered to be valid within one month of receipt of the application.*
- *If an Appeal is considered valid, an Appeal Panel will be convened within a further six weeks to consider the Appeal and reach a decision.*
- *The Appeal Panel will consist of a Teaching and Supervising Transactional Analyst and two others. The Panel may meet face to face or by teleconference.*
- *The candidate will receive written notification of the Appeal Panel's decision within two weeks of the Appeal Panel Meeting.*

E. POSSIBLE OUTCOMES OF AN APPEAL

- *The Appeal is denied. This decision is final and no further Appeal is possible.*
- *The Appeal is upheld. One of the following recommendations may be made:*
 - *The pass/defer evaluation of the Written Examination Evaluators is revised;*
 - *The candidate may re-take the Written Examination at no cost; The Appeal Panel may suggest other options for evaluation.*
- *The written examination Evaluators will be notified of the outcome of the appeal and the reasons for the decision.*

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Once candidates have successfully passed their written exam they may apply for the CTA Oral exam via EATA. See Section 9 EATA Training and Examinations Handbook.

8.6 Forms

Part: 12 Document: 9 Application to Appeal Form

Part: 12 Document: 10 External Examiner Report Form