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## **1.9 THE CTA PSYCHOTHERAPY WRITTEN EXAMINATION**

### **1.9.1 Introduction and Overview**

#### **1.9.1.1 Overview of the Written Examination**

The Written Examination, which used to be called the Case Study, consists of four sections:

- A. Self portrayal of the candidate and his or her work as a Transactional Analyst
- B. A report on the learning experience gained during TA training
- C. The client case or project study
- D. Theory and literature. The candidate is required to answer six questions on transactional analysis theory and practice.

#### **1.9.1.2 The purpose of the Written Examination**

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

#### **1.9.1.3 Scoring for each section and final evaluation**

Parts A, B, C and D of the Written Examination should 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 1.9.3.2.

#### **1.9.1.4 Field of specialisation**

The Written Examination must be within the candidate's declared field of specialisation. The Written Examination marker will decide if this is the case. If the marker is unsure of this, they will refer the Written Examination back to the ITA Exam Co-ordinator for a decision. In case of dispute, the EATA Supervising Examiner will make the final decision.

#### **1.9.1.5 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 ITA candidate go abroad for their oral examination. (For requirements with regard to translation of documents for the Oral Examination, see section 9.8.2.EATA manual)

#### **1.9.1.6 Anonymity**

The Written Examination should be anonymous. This is the candidate's responsibility. There should 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 training institute or trainer in his/her written exam, the exam will automatically be returned to the candidate. The identity of a psychotherapy Case Study client must be disguised. In other fields, anonymity will be preserved wherever possible.

#### **1.9.1.7 Total length**

English language Written Examinations have a maximum word limit of 24,000. When the written exam is sent to the ITA 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 ITA Exam Coordinator may give permission also for an appendix to be included; but such an appendix may be only, for example, in 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.

### **1.9.1.8 Presentation**

The Written Examination should:

- Be typed or word processed
- Presented on A4 size paper
- Be printed only on one side of each page
- Be double-spaced throughout, but
- The bibliography and any transcripts may be single-spaced
- Be securely bound and professionally presented.

Each page should:

- Have good margins
- Be numbered consecutively throughout the examination document.

## **1.9.2 The Psychotherapy Written Examination**

### **1.9.2.1 A) Professional self-portrayal**

This part of the Written Examination is worth 20% of the total marks.

1. What is your professional title?
2. 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 organisation?
  - Who are your patients or clients?
  - Who refers them?
  - What different categories of diagnoses you work with?
3. Describe the main focus of your professional practice and what contribution TA makes to your work.
4. Describe your legal status and say how far you fulfil conditions for work as a psychotherapist as they are laid down in your country's/state's laws and statutes.
5. 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?

### **1.9.2.2 B) Your training and personal development**

This part of the Written Examination is worth 10% of the total marks.

1. Describe the importance of TA in your professional development.
2. When and why did you choose TA and what influence did this decision have on your professional development from then on (e.g. did you change from the educational to the psychotherapy field?)
3. What challenging experiences have you had while using TA? How have they affected your personal development?
4. How have these learning experiences influenced you in finding your identity as a psychotherapist?

### **1.9.2.3 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 as a whole 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 your response to the client.
  - Show clearly how your interventions and the client's process are related.
  - Where you refer to a particular piece of TA theory, use a text note or footnote to reference the author or authors. References should be reflected accurately in your bibliography.
1. Relevant personal details of the client, including
    - a.age
    - b.gender
    - c.marital status
    - d.current family members
    - e.job status
    - f.social relationships
  2. Context of referral
    - a.referred 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 their mental and physical condition?
    - c.what was their professional situation?
    - d.what was your initial or assumed diagnosis?
  5. Give historical information about your client in the following areas
    - a.family
    - 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*.
- 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?
10. Treatment plan
- Describe your overall treatment plan, referring to your diagnoses of the client
  - What did you envisage to be the stages and final goal of your treatment?
11. The psychotherapy process
- Summarise the psychotherapy process, describing its separate stages and 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 used 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. Describe to what extent your treatment plan has been realised? If you changed your treatment plan during the course of the psychotherapy, say why.
12. Prognosis
- Describe the present state of the treatment process and say whether you are still working with this client.
  - What is your prognosis?
13. Concluding remarks
- Describe your learning experience during your work with this client.

N.B. Ensure that there is a consistency between the way you use and comment on TA theory, literature and the psychotherapeutic process in Sections C and D.

#### **1.9.2.4 D) Questions on theory and literature**

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

There are thirteen essay questions. Any six should be answered. It is an opportunity for the candidate to demonstrate how they use their knowledge of TA theory and literature to guide their work and their capacity to conceptualise the practice of psychotherapy in terms of transactional analysis.

#### Guidelines

- a. The candidate may choose between
  - ❖ Writing the six essays in Section D
  - ❖ Integrating the six answers into the text of Section C by making digressions  
(If this option is chosen, indicate clearly where the text of the six answers is located.)
- b. Answers should begin with a very brief introduction to what is to be covered
- c. There should be consistency between the candidate's answers, thereby illustrating a consistent theoretical approach
- d. All concepts should be defined clearly, and the source for the definition acknowledged and referenced appropriately
- e. Candidates should give their reasons for choosing the concepts they write about
- f. Candidates should describe and explain these concepts providing reasons why they consider them useful in terms of understanding and practice using examples from their work with both the case study client and other clients

#### The Questions

1. Describe your personal style of transactional analysis psychotherapy, referring to the major approaches and those concepts you emphasise.
2. Describe an aspect of recent developments, (within the last 10-15 years), in transactional analysis theory and how it has influenced your thinking and practice.
3. What does psychotherapeutic change mean to you? What TA concepts do you use to facilitate this?
4. Discuss the benefits of formulating an overall treatment plan of the psychotherapeutic process? What do you take into account when you are planning stages?
5. What TA concepts do you use to diagnose or assess your clients, and how does this influence the way you work with different types of client presentation?
6. What TA concepts do you use to understand the origin of psychological problems? Show how this relates to your ideas on psychological well being or cure?
7. Describe how you understand the psychotherapeutic relationship? Show how this relates to TA concepts, and how it influences the way you work?

8. What model or concepts do you use to understand intrapsychic process, and how does this influence the way you work?
9. What model or concepts do you use to understand interpersonal relationships and communication and how does this influence the way you work?
10. How do you use contracting to enhance the psychotherapeutic process?
11. What concepts do you use to work with couples, families or groups and how do they inform the way you work?
12. Choose a topic or issue in psychotherapy you would like to deal with theoretically using TA concepts and show how this influences your work.
13. Describe a research project you are aware of or have been involved in and discuss the implications for transactional analysis theory and/or practice.

### **1.9.3 Marking the Written Examination**

#### **1.9.3.1 Guidelines for markers**

The main function of this section is to give Written Examination markers 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 or her self 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 oral Examination Board about specific areas of strength and weakness in the candidate.

The Written Examination Evaluation should not include any diagnosis of the candidate. Evaluation is an educational not a psychotherapeutic process. The marker should avoid unqualified critical statements and unsubstantiated value judgements. Such words as 'insufficient' or 'adequate' do not carry enough information to give the candidate proper guidance to future progress. Address your remarks specifically to the criteria of the scoring scale based on the core competencies.

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. Limit your feedback to three pages. Use the numerical Scoring Scale, and accompanying guidelines, provided.

#### **1.9.3.2 Rating and Assessing the Written Examination**

The Scoring Scale is in section 1.8.4.4. A separate numerical scale is provided for each of the four sections up to the total percentage for that section. So 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.

The wording gives an indication of criteria to consider when rating each section. The dotted arrow indicates the number of points you would enter to record a pass mark for the section concerned. Any score to the right of the dotted arrow would indicate a performance of below passing standard in that section. The Scoring Scale are designed to assist in the process of balancing one section of the examination against another, and to help ensure reliability of standards between one marker and another.

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

- The candidate must have attempted all four sections.
- The four sections must be coherent one with 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 Co-ordinator for re-marking.

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 Section 1.8.4.5.

Therefore markers need to score the written examination using the EATA numerical scoring sheet and assess the examination against the postgraduate scoring levels, awarding the alphabetical grade that they consider best matches the examination. The numerical scores do not correspond exactly with standard postgraduate numerical scores and grades, the numerical scores using the EATA system have been aligned with grades and postgraduate levels of attainment to ensure consistency. Therefore, a score of 66 would be a D in the grading system, and a score of 85 would be a B.

In order to achieve a Pass, the candidate needs to have a score of 65% or higher and a Grade of D or higher. When markers write their feedback report, they need to show both scores.

### **1.9.3.3 Evaluation**

**Evaluators should refer to the Core Competencies (Section 5 EATA Training and Examinations Handbook).**

### **1.9.3.4 Marking procedures**

All ITA CTA written exam documentation is in section 1.8.4

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 ITA 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. The Principal Supervisor's Endorsement of CTA Written Examination form should be enclosed (see Section 1.8.4).
3. The ITA Exam Co-ordinator sends the Written Examination to two markers that he or she has 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.
4. The ITA Exam Co-ordinator will not identify the candidate or the markers to each other.
5. The examiners using the Scoring Scale marks the Written Examination. Before writing his/her evaluation he/she informs the ITA Exam Co-ordinator of his/her decision. The ITA Exam coordinator will make a note of the examiner's decision. Once the ITA Exam Coordinator has received a decision from both examiners he/she will ask the two examiners to confer. 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. The Written Examinations and the joint Written Examination

Evaluation are returned to the ITA Exam Co-ordinator.

6. If the exam has been passed by both markers ITA Exam Co-ordinator returns the Written Examination and the Written Examination Evaluation to the candidate together with an official letter.
7. If the exam has been deferred the ITA Exam Co-ordinator returns one copy of the Written Examination and the Written Examination Evaluation to the candidate together with an official letter. The second copy of the written examination is retained by the ITA Exam Coordinator unless all the moderation processes have been completed.
8. If an examination is deferred by one examiner and passed by the other, the ITA 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, one copy of the Written Examination is returned to the ITA Exam Coordinator and is then sent 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.
9. The Written Examination is marked by the third examiner independently. Once they have come to a decision they will inform the ITA Exam Coordinator of that decision. They will then be informed by the ITA 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 with the Written Examination Evaluation will then be returned to the ITA Exam Co-ordinator.
10. The ITA Exam Co-ordinator returns one copy of the Written Examination and the Written Examination Evaluation to the candidate together with an official letter. The second copy of the written examination is retained by the ITA Exam Coordinator unless all the moderation processes have been completed.

When a Written Examination is deferred, it may be re-written by the candidate and resubmitted. The ITA 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.

### **1.9.3.5 Internal Moderation Process**

Twice per year, on 1<sup>st</sup> September and 1<sup>st</sup> March, the ITA Exam Coordinator will select 2 high scoring written exams, 2 middle scoring written exams, 2 low scoring written exams, and all written exams that have been deferred over the previous six months. The feedback reports from all the exams along with a copy of any deferred exams will be sent for moderation.

The moderation process will ascertain whether the exams have been marked in accordance with EATA/UKCP guidelines. If appropriate the Internal Moderator may offer feedback to the written exam markers and the Principal Supervisor via form The moderation process will be completed within two months.

**1.9.3.6 External Examination Process**

Once per year on 1<sup>st</sup> June all of the reports and exams that have been sent to the internal moderators will be sent to the External Examiner. The External Examiner will review the documentation to ascertain that the marking and moderation processes have complied with EATA/UKCP guidelines. At the end of this process the External Examiner will write a feedback report to TSC outlining examples of good practice, growing edges and any themes that emerge from the process. The feedback report from the External Examiner will be published in the ITA News.

### **1.9.3.7 Job Description for ITA Internal Moderator for CTA Psychotherapy Written Examinations**

#### **The role of Internal Moderator has three main purposes:**

- To verify that standards within the ITA are appropriate for CTA Psychotherapy and UKCP HIPS Registration as a TA Psychotherapist.
- To ensure that internal markers are marking in accordance with the core competencies for psychotherapy and post-graduate educational standards.
- To ensure that the assessment process is fair and fairly operated in the marking and grading of candidates' performance.

#### **The Internal Moderator will be able to demonstrate:**

- They have appropriate levels of expertise and experience.
- They are capable of performing the range of duties required of the role.
- They have the capacity to command authority in the field and the respect of colleagues.
- They have sufficient recent examining experience, or comparable related experience, to indicate competence in assessing candidates in the field of psychotherapy.

#### **The period of office will normally be for 5 years**

##### **The Internal Moderator's role:**

- To respect the confidentiality of internal examiners and the written examinations they assess, details of which must not be disclosed to a third party without prior permission.
- To moderate the work of the internal examiners, the guiding principle that there is enough evidence to ensure that the relative placing of candidates is fair, impartial and consistent with the professional standards of EATA and UKCP HIPS.
- To review the work of all candidates who are deferred and to randomly sample written examinations to ensure that the marking is consistent with the core competencies for psychotherapy and post-graduate standards of education. This will take place annually in March and September.
- To submit a pro-forma for each examination moderated.

### **1.9.3.8 Job Description ITA External Examiner CTA Psychotherapy**

#### **The role of External Examiner has three main purposes:**

- To verify that standards within ITA are appropriate for CTA Psychotherapy and UKCP HIPS Registration as a TA Psychotherapist.
- To ensure that the assessment process is fair and fairly operated in the marking and grading of candidates' performance.
- To ensure that the internal moderation process of the CTA Psychotherapy written examination is fair and rigorous.

#### **The External Examiner will be able to demonstrate:**

- They have appropriate levels of expertise and experience.
- They are capable of performing the range of duties required of the role.
- They have the capacity to command authority in the field and the respect of colleagues.
- They have sufficient recent examining experience, preferably having already acted as an external examiner, or comparable related experience, to indicate competence in assessing candidates in the field of psychotherapy.

#### **The period of office will normally be for 5 years**

##### **The External Examiner's role:**

The External Examiner is expected to undertake the following duties and responsibilities:

- To respect the confidentiality of internal examiners and the written examinations they assess, details of which must not be disclosed to a third party without prior permission.
- To submit an annual report that addresses, substantively and appropriately, the issues listed in the pro-forma. This will normally be required in June.
- To ensure that the recommendations are consistent with the EATA examination procedures and good practice in psychotherapy.
- To moderate the work of the internal moderator, the guiding principle that there is enough evidence to ensure that the relative placing of candidates is fair, impartial and consistent with the professional standards of EATA and UKCP HIPS.

**1.9.4 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 in section 9.10. EATA Training and Examinations Handbook.

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.

**1.9.5 Forms**

1.9.5.1 Internal Moderator Report Form

1.9.5.2 External Examiner Report Form

**1.9.5.1 Internal Moderator Report Form for CTA Written Exam**

**Report for Exam No:** \_\_\_\_\_

|  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>Score</b> |
|--|---|---|--|--------------|
| <b>Were all the EATA/UKCP/ITA requirements met by the candidates and examiners?</b>  | All requirements met by both candidates and examiners.          | Most requirements met by candidate / examiner   | Unsatisfactory, requirements not met by candidate / examiner               |              |
| <b>Were the correct procedures for the examination process followed?</b>             | All procedures correctly followed                               | Most procedures correctly followed.   | Unsatisfactory procedures not correctly followed.                          |              |
| <b>Did the internal moderator agree with the outcome of the examination?</b>         | Moderator fully agrees with outcome.                            | Moderator partially agrees with outcome.  | Moderator disagrees with outcome.  |              |
| <b>Did the feedback make specific reference to the core competencies?</b>            | Clear, specific feedback relating to core competencies offered. | Some reference to the core competencies offered, some feedback unclear or unspecific. | No reference made to core competencies or feedback unclear and unspecific. |              |
| <b>Did the feedback include reference to the postgraduate levels of achievement?</b> | Clear reference to postgraduate levels.                         | Unspecific reference to postgraduate levels.  | No reference made to postgraduate levels.                                  |              |
| <b>Feedback for Examiner?</b>  |   |   |  |              |
| <b>Feedback for Principal Supervisor?</b>  |   |   |  |              |

**Name of Moderator:** \_\_\_\_\_

**1.9.5.2 External Examiner Report Form**

**This report covers the period from:** \_\_\_\_\_ **to:** \_\_\_\_\_

|  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>Score</b> |
|--|---|--|--|--------------|
| <b>Were all the EATA/UKCP/ITA requirements met by the candidates and examiners and moderators?</b>             | All requirements met by candidates examiners and moderators.                    | Most requirements met by candidate / examiner / moderator                                  | Unsatisfactory, requirements not met by candidate / examiner / moderator           |              |
| <b>Were the correct procedures for the examination process followed?</b>                                       | All procedures correctly followed   | Most procedures correctly followed.  | Unsatisfactory procedures not correctly followed.                                  |              |
| <b>Did the external examiner agree with the outcome of the internal moderators reports?</b>                    | External examiner fully agrees with Moderator's report.                         | External examiner partially agrees with Moderator's report.                                | External examiner disagrees with Moderator's report.                               |              |
| <b>Was the feedback to the Examiner clear and specific?</b>  | Clear, specific feedback offered.   | Some feedback unclear or unspecific.   | Feedback unclear and unspecific.   |              |
| <b>Was the feedback to the Principal Supervisor clear and specific?</b>  | Clear, specific feedback offered.   | Some feedback unclear or unspecific.   | Feedback unclear and unspecific.   |              |
| <b>Were the Core Competencies and postgraduate levels of achievement marked consistently across all exams?</b> | Core competencies and postgraduate Levels marked consistently across all exams. | Core competencies and postgraduate Levels generally marked consistently across most exams. | Core competencies and postgraduate Levels marked inconsistently across most exams. |              |
| <b>Feedback for Principal Supervisor / Examiners?</b>  |   |  |  |              |

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|  |  |
|--|--|
| <b>Feedback for Internal Moderators?</b> |  |
| <b>Feedback for TSC / All Trainers</b>   |  |

Name of External Examiner:

\_\_\_\_\_