

UKATA assessment criteria for registration as a UKCP Registered Psychotherapist

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Introduction

UKATA has two routes to UKCP registration for its members. Both routes require our members to have undertaken training in one of our Registered Training Establishments (RTEs).

The **first route** is for UKATA members who have trained at an RTE to complete the European Association of Transactional Analysis (EATA) qualification of Certified Transactional Analyst using the UKATA Training Handbook.

A **second route** is for UKATA members who have completed a four-year RTE training. Members are required to complete a specific written and oral assessment within their RTE.

This document lays out the details of this second assessment process. Registered Training Establishments (RTEs) can use this from the beginning of the 23/24 academic year. This new assessment process, once successfully completed, will allow a candidate who meets the UKCP requirements, to be registered by UKATA as a UKCP Registered Psychotherapist, on the UKCP Register.

The reason for this new assessment process is to create a robust, fair and more direct route to UKCP registration for UKATA members, whilst still facilitating trainees to complete CTA if they choose to.

You will see that the written assessment laid out below is based on elements of the CTA written exam. The aim of this is to allowing candidates to use this work completed for our new assessment for UKCP registration in any subsequent CTA written exam.

Background

UKATA are obliged to structure their assessment in-line with requirements of the UKCP Humanistic and Integrative Psychotherapy College (HIPC). These requirements are contained in a document called the Standards of Education and Training (SET)

The HIPC SET requires candidates to complete, in addition to shorter assignments set during the RTE training programme (such as essays, case studies, verbatim reports, etc):

At least one substantial piece of written work (dissertation/research thesis/extended case study) of at least 8,000 words. This should demonstrate the candidate's capacity for reflecting in depth on their own work and the approach in which they are training.

For more information about HIPC SET please see here:

<https://www.psychotherapy.org.uk/media/e4ajiuo/hipc-specific-standards-of-education-and-training.pdf>

To fulfil this requirement, and to ensure that UKATA members meet the required level of competence, UKATA TASC have chosen to invite RTEs to administer a two-part written assessment, followed by an oral assessment.

Overview of the assessment process

Written Assessment in two sections

Section 1 - Normally a 2,000-word piece on identity as a psychotherapist, which will be formed from a synthesis and distillation of sections A and B of the CTA written exam. This could be assessed at the RTE's discretion in non-standard ways (such as by presentation).

Section 2 - An 8,400-word written piece based on the CTA section C with updated questions, which reflect contemporary thinking – consideration of diversity, intersectionality, ecology, social justice, political context, intersubjectivity, issues of power and difference.

Oral Assessment

UKATA TASC foresees that the usual process would be for the oral assessment to follow the written assessment. The oral exam will assess a five-minute recording of a piece of in-depth adult psychotherapy work.

The candidate should also be ready to answer questions about:

1. Their identity as a psychotherapist, ethics, professionalism and personal development.
2. Their knowledge and use of transactional analysis in the field of psychotherapy
3. Their rationale for the interventions in their recording - relating this to TA theory.

Where UKATA members have already completed an oral assessment at Level 7, and where the RTE considers it meets the requirements of the assessment as documented above, the RTE may provide a candidate with a certificate for their portfolio indicating that they have already passed such an assessment.

Application for UKCP Registration

On the successful completion of all these assessments, the candidate will submit their logbook to UKATA with supporting letters of recommendation and evidence of their successful assessments and will be registered by UKATA as an Adult Psychotherapist with the UKCP. More details of this process can be found on the UKATA Webpage 'UKCP Registration Through UKATA'.

Detail of the written assessments

The actual questions of the two-part written assessment are found on the following pages: Section 1 can be assessed by non-written means at the discretion of the RTE. Section 2 must be completed in written format, as required by UKCP.

Section 1 - Self-reflection on professional journey as a psychotherapist using transactional analysis (2000 words)

In this section, please demonstrate how the synthesis of learning and insight gained through personal therapy, training and supervision contributes to each answer.

1. Describe the focus of your professional practice and what contribution TA makes and has made to your work. Include information on your work setting, relationships to organisations, colleagues, and clients. Please reflect on your awareness of current intersectional, cultural and ecological systemic thinking and consider how this informs your practice.
2. What challenging experiences have you had while working towards becoming a psychotherapist and how did you meet these?
3. Evaluate how these learning experiences influence you in finding your identity and philosophy as a psychotherapist?

Section 2 - The client case study (8,400 words)

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 important for you to clearly show your process, your identity, and your role as a psychotherapist. Your philosophy as a psychotherapist using transactional analysis should also be a coherent thread running through the piece.

The case study should include attention to:

- The client's script, your own script and both your processes through your work together.
- The relationship between you and the client, evidenced by your responses to each other and the meaning you both made of this.

- Clear evidence, self-reflection, and critique of how your interventions were effective or not and how your interventions related to the client's process around change.
- An exploration of ecological, systemic, political, social, cultural, and intersectional contexts (as relevant).

Your critical thinking and capacity for self-reflection should be clear throughout

1. Relevant personal details of the client, including:

- a. age
- b. gender identity
- c. relationship status
- d. current and historic family members
- e. social relationships
- f. professional roles
- g. economic status
- h. intersectional identity
- i. systemic, political, environmental, and ecological contexts.

2. Context of referral

- a. How and why did the client come to you?
- b. What other organisations are involved in your practice with your client?

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. Initial Assessment

a. What problems did the client present to you?

b. What was your assessment of the mental and physical condition of the client?

c. What was your initial diagnosis?

5. Give any further information (not covered above) about your client in the following areas relevant to diagnosis

a. historic and current relationships

b. developmental, trauma, and neurological processes

c. medical diagnoses

d. sexual identity and relationships

e. other significant relationships

f. education

g. work, employment, economic and context

h. social, cultural and intersectional identity

i. environmental and ecological awareness and context.

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

7. Define the presenting problem

a. Make a clear distinction between your understanding and your client's point of view.

b. Evidence how you worked with this difference together and how this impacted your relationship throughout treatment.

8. Your diagnosis

a. Show how you have synthesised a diagnosis based on transactional analysis, analysing the client's present situation using two or three TA concepts. Relate this to your identity and philosophy as a psychotherapist using transactional analysis. Offer a critique of your thinking.

b. Evaluate this diagnosis in relationship to a non-TA system that is familiar to you.

(You are not obliged to use the Diagnostic and Statistical Manual of Mental Disorders for your non-TA diagnosis but please bear in mind the EATA psychotherapy core competency 5b and the UKCP Mental Health Familiarisation requirement)

c. Appraise how you arrived at these diagnoses and show how you considered differential diagnoses to exclude other options. Show by examples how you integrated your diagnostic thinking to generate your treatment process or plan.

9. What was the final treatment contract between you and your client?

10. Treatment plan

a. Explore and evaluate your ideas on treatment with your client and assess how this has developed through your diagnostic thinking. Assess how your initial thinking evolved because of your experience in relationship to your client. Include current TA thinking in your treatment processes, as well as including knowledge of other modalities of working.

b. Evaluate how the strengths and limitations of your treatment processes or plan have led to an outcome for your client. Consider this in an environmental, ecological, cultural, intersectional, social and personal context.

11. The psychotherapy process

Construct a summary of your process, evaluating the stages and using appropriate TA concepts to describe what happened. Give examples of your interaction with the client, including literal transcripts to evidence 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.
- Explore rupture, transference, and counter transference phenomena in your relationship with the client and show how you responded to deepen your and your client's knowledge and understanding. Consider how this related to development **for you both** in self-knowledge, growth processes and how this led to outcomes.
- Explore your experiences of intersectionality and power differences within your relationship with your client. Consider how this impacted your treatment process.
- Show how supervision clarified your therapeutic dilemmas.
- With reference to your client, evaluate the concept of cure. Evidence this with interventions you created with your client and consider to what extent the contract has been realised. If you changed your treatment plan during 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. Evaluate your initial prognosis and explore how this changed.

13. Concluding remarks

Evaluate your learning experience during your work with this client and how this impacted your identity as a psychotherapist using transactional analysis.

N.B. Ensure that there is a consistency between the way you use and comment on TA theory, literature, and the psychotherapeutic process in section 1 and 2.