

TA Tribe

ONLINE TRANSACTIONAL ANALYSIS TRAINING AND SUPERVISION
FOR ORGANISATIONAL PRACTITIONERS

Lynda Tongue (TSTA-org)



TA Practitioner Programme

WORKBASED LEARNING, EVIDENCED BASED QUALIFICATIONS

Lynda at TA Tribe is pleased to announce a new online programme, starting in September 2023.

Suitable for all those in the helping professions (Coaches, Consultants, Educators, Leaders etc) who are looking either to improve their Transactional Analysis (TA) knowledge and application, or are beginning on a TA qualification pathway, or indeed also for those who have TA training hours and now want to qualify.

Work-based learning

The programme provides 144 hours of TA learning – which also counts on your log if you decide to go for Certified Transactional Analyst status further down the line. The Practitioner Awards give you stepping-stones along the way, providing opportunities for personal and professional development.

The TA Practitioner Programme (TAP) is a pragmatic approach to learning giving the learner several options depending on their level of TA experience, and whether they want to qualify or not in TA.

Online Masterclasses are for those who want learn or refresh their TA theory knowledge. However, you may be ready to begin to study for a qualification immediately. If this is the case you would attend the monthly tutorials for the modules you select for your portfolio work, and begin to assemble your portfolio.

TA Practitioner is the entry level award, and is required should you continue to the TA Advanced Practitioner award, which in turn is required for advanced work at TA Master Practitioner award level.

Requirements	TA Practitioner	TA Advanced Practitioner	TA Master Practitioner (CTA equivalent)
		TA Practitioner Status required	TA Advanced practitioner Award
Training hours	75	75	150
Supervision hours	15	20	40
Portfolios	4 (2 core, 2 elective)	4 (2 core, 2 elective)	Not applicable
Application hours	100	150	200
Presentation board	1 Online board	1 Online board	1 Online board

TAPs offers work-based learning, and evidence-based qualification. Through a mentoring relationship with your supervisor, you will receive support to apply your TA knowledge in your working role. As you deepen your knowledge, your work will benefit, and as you gain confidence from the TA application, you deepen your TA experience and learning.

Masterclass Online Workshops

The optional Masterclass series of online workshops covers various aspects of TA theory in line with the TA Practitioner and TA Advanced Practitioner modular programmes. They will run on the basis of a rolling programme, so missed workshops will appear again in the list for you to join if you wish.

Tutorials

Alongside the Masterclasses, monthly tutorials are scheduled to give structure and support as those who want to qualify begin to think about writing their portfolios. These are very practical opportunities for you to ask questions, and to use this structured time to really focus on your application of TA, in your workplace.

Portfolios

Students choose portfolios they will submit and use their regular work to analyse from a TA perspective (running a group, a coaching programme, leading a team etc). Documentation is gathered to evidence the work (reports, emails, reflection notes, flip-charts etc). The student writes a TA 'notation' - showing how they have applied the TA theory in their workplace or role. Together with their sponsor, after a series of submitting drafts for supervision and feedback, they submit their portfolio for assessment.

Please remember you can attend these programmes, whether or not you want to become qualified in TA. TA qualifications are not recognised outside the TA community and they are not a licence to practice unless you live in a country where the national TA association has achieved this recognition. The 'best' reason for undertaking TA qualifications is to know that your professional TA colleagues have confirmed you have reached a certain level of competence in your application of TA. Another 'best' reason is your own personal and professional development!

Please see below for more details of the module content (much more information can be found in the student handbook, which can be accessed here www.ictaq.com), and please note that some modules are mandated – they are considered core modules and essential to the integrity of a TA Practitioner.

The aim of the TAP programmes is to create a network of like-minded individuals who wish to increase or improve their knowledge of TA and its applications. TAPs aims to supply the student with a solid TA foundation – a body of theory, a framework of TA concepts and most importantly, scope to learn how to BE a Transactional Analyst.

For a free 30 minute conversation with Lynda Tongue, use her booking system below to book a time and date to ask questions and discuss if this is the right route for you.

Book here for online supervision and coaching: <https://lynda-tongue.youcanbook.me/>

For more details visit www.ta-tribe.com

TA Practitioner Programmes

TA PRACTITIONER MODULES	
Core Themes in TA	Overview of all TA concepts, how they link, TA history growth of TA
Professional Intervention MANDATORY	Importance of contracting, boundaries and ground rules, ethics & professional practices
Individual Development	Structural analysis, script matrix and related concepts, life positions, cycles of development, discounting, racket system, autonomy
Interactions & Relationships	Functional analysis, diagnosis of ego states, transactional analysis proper, strokes, time structuring, games and rackets, symbiosis
Group Processes	Group imagoes, leadership and followership, time structuring, games, stroking patterns and cycles of development in groups
Organisations and Institutions	TA organisational diagrams and models, systemic TA approaches, games, stroking and ego state patterns in organisations
Learning Journal MANDATORY	The journal should cover a normal training year so must span at least 8 months. May be completed like a diary, and show evidence of professional activities: reading, online forums etc
TA ADVANCED PRACTITIONER MODULES	
Process Skills MANDATORY	Analysing self, others, groups and organisations, interventions, transference and counter-transference, projection, models and processes of supervision, parallel process
Research MANDATORY	Research methods, qualitative and quantitative research, process and outcome research, critical reviews, research within TA and comparable research elsewhere, establishing and conducting research studies
Applying TA in Context	Diagnosing, selecting, planning and implementing appropriate range of TA concepts in a specific context eg organisational, family, educational; combining TA and other approaches, critiquing the process
Practitioner Skills	How change occurs at individual, group and organisational levels, contrasting TA with other approaches
Practitioner Skills -Learning, Teaching & Training	Learning by children and adults, philosophies of education and training, principles of learning, contrasting TA with other approaches
Developing Skills in Others	Work skills such as leadership, parenting, time management, problem solving and decision making, creativity and innovation, contrasting TA with other approaches
TA MASTER PRACTITIONER	
As agreed with programme staff	Certificate (TA Practitioner level) and Diploma (TA Advanced Practitioner level), with additional requirement to produce reflective essays. Masters level requires attendance at a selection of Certificate and Diploma modules but with learning now directed towards development of professional competence and design and implementation of research-based case study that is also a professional application of Developmental Transactional Analysis.