9 THE CTA ORAL EXAMINATION

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9.1 Introduction

The CTA oral examination is taken before a board of four advanced members of ITAA or EATA, one of whom will act as chairperson. Marking is done according to the scoring sheet for the different fields of application. If the candidate passes the oral examination, they are certified as a transactional analyst. The examination is not public. An observer may be present at the examination if the examination supervisor so decides. Their function is described in Section 9.7.

Candidates and examiners should be committed to a high examination standard. The oral examination examines, among other things, whether the candidate

- presents as personally and professionally competent and ethically responsible;
- demonstrates TA knowledge and competent application within the chosen field of specialization;
- is able to evaluate human behavior appropriately in practice, relate this to TA theory and make an assessment;
- shows sufficient competence as a transactional analyst;
- demonstrates during the examination process that he or she has assimilated certain ideas that are compatible with TA such as respect, autonomy, acceptance, and positive confrontation.

9.1.1 Working language

The language used at IBOC examination venues is English. It is the responsibility of candidates who intend to take an oral examination with translation to include this information on their application form and to take personal responsibility for organizing a translator.

9.1.2 Setting up an oral examination

IBOC will approve an oral examination site after it is established that an examination supervisor and sufficient examiners are likely to be available, that there may be candidates requiring examination, and that a contract for the examination site expenses has been agreed upon with examination site organizers.

Examination sites will be scheduled a year in advance and published in *The Script* so that potential candidates have at least six months of advance notice.

Examination sites will normally be established in conjunction with TA conference locations to maximize the availability of examiners and to maximize an international mix.

9.1.3 Oral examination supervisor

IBOC will appoint an examination supervisor who has been trained and accredited. His or her functions are:

- to have overall control of the examination process
- to do final check of eligibility of all candidates
- to advise each examination board chairperson
- to brief candidates
- to brief and train examiners
- to establish examination boards
- to appoint process facilitators

- to reconvene a new examination board, if a decision cannot be reached
- to train and accredit examination supervisor trainees
- to forward all rating sheets with clearly printed names and qualifications of successful candidates to the IBOC Office
- to send letters of thanks to examiners
- to file the examination supervisor's report (12.7.14)

9.2 Procedure

IBOC delegates to the examination supervisor the right to limit the number of exams held at any particular site, according to the number of available examiners.

9.2.1 Allocation of examination boards and briefing meetings

- The names of the members of each board, times and rooms should be posted up in the CTA examination meeting room so that candidates and examiners all have the relevant information.
- Where the examination is translated, one of the examiners will be, where possible, someone who speaks the same language as the candidate.
- If possible, examination boards will be made up before the briefing meetings.
- Briefing meetings giving information and advice on examination procedure will be held usually on the day before the examinations.
- Further information on the candidates' briefing meeting can be found in Section 9.3.1.
- Further information on the examiners' briefing meeting can be found in Section 9.4.1.
- Candidates and examiners may each attend the others' briefing meeting.

9.2.2 Time allocation for oral examination

- The total time allowed from the beginning of one examination until the beginning of the next examination is two hours (two and a half hours for oral examination with translation).
- The examination process itself should normally take a maximum of one hour (one and a half hours for oral examination with translation).
- The remainder of the time is to allow for examiners to have:
  - a 15-minute discussion before the oral examination;
  - a brief closing discussion afterwards;
  - feedback on the examination process from the observer (see Section 9.7);
  - a half-hour break.

9.2.3 Oral examination, scoring and voting procedures

The examination board meets fifteen minutes before the oral examination process begins.

- Each member of the board will have one set of the candidate's documents and will use these to learn about the candidate, her or his work and formulate questions and topics for discussion.
- The primary focus should be on the content rather than the presentation of the documents.
- The board does not need to check that the candidate has fulfilled the oral examination requirements as this has been done by the examination supervisor. However, if at this stage an anomaly is discovered, a 'No exam' will be declared (see below).

- If it is an oral examination with translation, the chairperson needs to familiarize the board with the procedure (Section 9.8).

Oral examination

- The chairperson welcomes the candidate, ensures that the seating is as they would wish, leads the introductions and explains the procedure.
- It is the responsibility of the candidate to bring three tapes, transcripts and two pieces of recording equipment, one to tape the examination proceedings and one to play the examination tapes.
- During the examination, the examining board will ask questions and give feedback to the candidate. Initially, these will focus on the candidate's written documentation and practice.
- When the board is ready to listen to tapes, the candidate will be asked to provide one transcript of the recording for each member. The board will look for evidence of the candidate's competence and ask questions about the candidate's work on the tape and his or her thinking about it.
- In order to give the candidate opportunity to demonstrate his or her effectiveness, the board will probably ask to listen to two recorded segments, but they may ask to listen to all three.
- The board may also ask the candidate to play other parts of the tapes than those the candidate had marked as the five-minute segment for examination.

Scoring procedure

- The chairperson will ask the board members if they are ready to give their scores.
- When the board is satisfied that it has sufficient information to vote, the chairperson
    - informs the candidate that this is the last opportunity to call the process facilitator;
    - after this, only a board member can call the process facilitator.
- The scoring procedure begins
    - each board member does her or his own scoring;
    - there is a discussion;
    - board members may revise their scoring;
    - the scores are called out;
    - the chairperson records the scores.

Voting procedure

- Board members vote to pass or defer.
- Points are to be used as a guide and the judgment of the examiners is the final decision.
- If two or more examiners vote to defer, the candidate is deferred.
- If three (or two in a three-person board) or more examiners vote to pass, the candidate passes, except in the following two instances where the candidate is automatically deferred:
    - The total score is less than 25 points.
    - The candidate receives a rating of 1 from all four examiners on any one scoring scale.

At the end of the examination

- The chairperson gives the candidate a copy of the examiner evaluation form to complete and return to the examination supervisor.

- After the candidate has left the room, the observer gives feedback on the examination process (see 9.7).
- The board has a brief closing discussion.
- The chairperson completes the scoring sheet and returns it to the examination supervisor.

9.2.4 'No exam'

A 'No exam' will be declared if:

- it is discovered that there is something missing from the requirements (e.g., a group tape, completion of national requirements, etc.);
- when a process facilitator has been called and no resolution is achieved, such that it is not possible to complete the exam.

After a 'No exam' situation the candidate may re-sit the examination at a new examination site with no fee.

9.3 Instructions for candidates

9.3.1 Candidates' briefing meeting

All candidates must attend a candidates' briefing meeting, usually held at the examination location the day before the exams. The examination supervisor will be at this meeting and will answer questions, explain the entire examination process, go over the scoring sheets, and tell the candidates about their part in the process. Guidelines for translators will be available at this meeting.

Candidates must take the oral examination documents to this meeting and give them to the examination supervisor. The curriculum vitae and log should be clear and concise so that the examiners can read them easily. If the documents are not in English, the candidate must provide translations of all of them, except for the written examination. Once given to the examination supervisor, the files may not then be removed from the examination office until after the examination.

Documents for the oral examination

- One copy of the written examination.
- Four sets of the following documents: the candidate's
  - application for the CTA oral examination (Form 12.7.4)
  - acknowledgement of items received (Form 12.7.5)
  - written examination evaluation(s);
  - supervisor's personal letter of recommendation;
  - curriculum vitae;
  - log of all training, supervision and contact hours;
  - training contract, with details of any exceptions and the associated training plan attached to the contract.

A candidate who appears with incomplete or inaccurate documentation will not be examined.

9.3.2 Notes for the candidates on refusing examiners

Candidates may refuse to be examined by certain examiners. It is useful to discuss this with the supervisor and make this clear prior to the exam. Note that if a candidate refuses too many examiners, it may be difficult to assemble an examination board. If in doubt about whom to refuse at the examination meeting, the candidate should discuss this with the examination supervisor.

Candidates would refuse an examiner

- with whom they have a significant personal or business relationship;
- with whom they have done a significant amount of training or supervision;
- with whom they have had examination preparation supervision in the previous six months;
- who deferred them at a previous examination;
- for whom or against whom they consider themselves to be prejudiced.

9.3.3 Guidelines for candidates about the oral examination

Candidates should study all of Section 9 prior to their oral examination to familiarize themselves with the whole process and the roles of the participants.

9.3.3.1 Selection of examination tapes

The following criteria are based on past experience. They are not mandatory.

A. Technical advice

- The three short tape or video segments should be approximately five minutes long.
- Pictures and sound should be of high quality and without intrusive background noise and all speech clearly audible.

B. Content

- The recording should show reasonably fluent interaction between the candidate and the person or group with whom he or she is working.
- The recording is supposed to show effective interventions using TA.
- The work that the candidate wants to demonstrate must be on the recording itself. Examiners will assess the work according to what they hear on the recording, and reports of what happened before or afterwards are relevant only as background.
- The work presented should have a title taken from TA theory, such as ‘decontamination’; ‘exploration of script material’ or ‘contract making’**.**
- The work should relate to the client or group’s stated contract.
- Ideally, the recording should show changes in the client(s) in the direction of the stated goal.
- The candidate’s interventions should be clearly facilitating these changes.
- The segment does not necessarily have to deal with the same subject all the time, but the process does need to be clear and directional.

The examiners do not expect perfection! The recording may contain elements, which, on reflection, a candidate might have chosen to do differently, and he or she should be aware of such points and be able to comment on their significance.

9.3.3.2 What to take to the oral examination

- Electrical equipment for playing the recording, together with either batteries or appropriate socket adapters, leads suitable for the local mains supply and batteries, including spares.
- A second audio or video recorder and a blank tape or disk to record the examination.
- Three segments of recorded work, either audio or video:
    - each segment should be about five minutes long;
    - each segment should be part of a longer recording of the candidate’s work;

    - each segment should be ready to be played when requested;
    - the recordings must not have been edited.
- In all fields of specialization, one recording must be of work with a group, couple or family and one recording must be of working with an individual.
- In all fields of specialization, one of the three tapes to be presented in the oral examinations must be of the candidate working in a group setting. It will demonstrate the candidate facilitating group dynamics in an effective way and using transactional analysis in their understanding of group processes. For the purpose of the exam, a group is defined as two or more people.
- IBOC has recognized the need for flexibility in the requirement for a group recording for the CTA examination. It is sometimes difficult to obtain permission to record groups, especially in the fields of counselling and psychotherapy. A group recording may therefore be a personal or staff development group, training or experiential group.
- A group recording must be of a group that is being led by the candidate (in other words not of a piece of work done in a group that is being facilitated by someone else).
- For each recorded segment, the candidate must provide four copies of an accurate transcript of the piece of work presented.
- The transcripts may be accompanied by appropriate supporting material, for example, a brief description of the work to be heard and brief details of the client or group.
- For an oral examination with translation see Section 9.8.

9.3.3.3 During the examination

It is the task and responsibility of candidates to choose appropriate methods for demonstrating their competence. They should present themselves to the examiners as competent TA colleagues. The more they make the conversation a specialist/technical one among colleagues, the more convincing they will be.

At the start of the examination, the board will give procedural information, introduce themselves and invite the candidate to introduce him- or herself. The board will have reviewed the candidate’s CV, log and a copy of the written examination and the written examination evaluation(s) and are likely to base the initial discussion and questions on that material, particularly if the latter points to any potential areas for discussion. After this the board will ask the candidate to play one or more recordings. Any ensuing discussion should be within a TA frame of reference. Candidates should

- listen closely to the questions asked and give short, specific answers;
- ask the board member if they want further elaboration;
- ask for clarification if they do not understand a question;
- check with the board member who asked a question whether he or she is satisfied with the answer, if they get no response or sense some hesitation in response to their answer;
- be prepared to
    - explain and interpret anything that happens in the recording;
    - talk, using TA, about alternative ways of interpreting the presented material;
    - discuss the use of different TA approaches;
    - discuss the connection between their interventions and the client's reactions;
    - relate the work to their contract and overall strategy with regard to the client.

A final note

It is the responsibility of everyone in the examination room to maintain the integrity of the examination process. One of the functions of the chairperson is to protect the candidate, safeguard his or her rights and manage the examination process so that the candidate has a fair and respectful examination whatever the outcome. If a candidate feels that this is not happening, it is his or her responsibility for raising any concerns and for considering calling the process facilitator.

9.4 Instructions for examiners

9.4.1 Examiners' briefing meeting

All examiners must attend an examiners' briefing meeting, usually held at the examination location the day before the exams. The examination supervisor will be at this meeting and will answer questions, explain the procedure, go over the scoring sheets, and talk about the examination and the examiners' role in it.

- Information will be given to examiners and chairpersons.
- Guidelines will be available for translators.
- Guidelines will be available for observers.

9.4.2 Notes for examiners on refusing candidates

Examiners may refuse to examine certain candidates. If in doubt about whom to refuse, examiners should discuss this with the examination supervisor. However, examiners would normally refuse a candidate

- who is the trainee of one of their former trainees;
- who is the trainee of a close friend;
- with whom they have a significant personal or business relationship;
- to whom they have given a significant amount of training or supervision;
- who has been one of their therapeutic clients;
- whom they have supervised on their examination preparation during the previous six months;
- whom they deferred at a previous examination;
- for whom or against whom they feel to be prejudiced.

9.4.3 Guidelines for examiners

Fifteen minutes before the oral examination process begins, examiners should meet with their chairperson. The meeting is to check any final details, discuss process and look through the candidate's documents using these to formulate questions and discussion. The chairperson is responsible for informing the board of the procedure for the oral examination.

The candidate is not expected to be perfect. There are many ways of using TA. Examiners should

- discuss the candidate's file with them at the beginning of the examination;
- ask questions about the file and the candidate's practice;
- be willing to listen and understand the candidate's frame of reference;
- be open to a candidate doing things differently from their own practice and should invite him or her to explain and support their thinking or intervention;
- look for the strength and competency in the candidate;
- expect the candidate to demonstrate solid, basic work in TA, so that they can answer the question: 'Is this candidate competent to practice as a transactional

analyst?';
- look for something to stroke positively;
- use the examination as a time to make contact and establish an I'm OK – you're OK relationship;
- give the candidate feedback on his/her recording presentations;
- ask only one question at a time and make them open, positive and specific; for example:
    - 'How might you discuss this work using structural analysis?'
    - 'How would you discuss this work using game theory?'
    - 'Which TA approach are you using in this work?'
    - 'Which ego state do you think the client is manifesting?'
    - 'Which aspect of TA theory is guiding your work with this client?'
    - 'Discuss your interventions using Berne's terminology about interventions'
    - 'Will you please explain that to me?'
    - 'Will you please tell me more about that?'
- give feedback to the candidate's answer to every question, including their evaluation of the response;
- rephrase the question in a different way, if the candidate answers a question incompletely, inaccurately or vaguely;
- tell the candidate what answer you were looking for, if he/she seems unable to answer a question or continues to answer inaccurately or vaguely;
- discuss or explain problem areas revealed by a candidate's answers;
- pay attention to the other members of the board, giving feedback and support, as well as letting them know what is going on for themselves.

Timing of examination process:
- The examination should last about an hour (an hour and a half for examinations with translation).
- After about 30 minutes (45 minutes for examinations with translation), examiners should ask themselves what information they still need to get from the candidate in order to be able to evaluate his/her performance and consider discussing any difficulty they may have.
- If, after 45 minutes (about an hour for examinations with translation), the end of the examination is not yet in sight, examiners should reflect on the examination process and consider calling the process facilitator.

A final note
It is the responsibility of everyone in the examination room to maintain the integrity of the examination process. The examination process should be fair and respectful whatever the outcome. If any participant feels that the process is not clear, he or she should take responsibility for discussing the situation and consider calling the process facilitator.

9.5 Function of the chairperson

The chairperson will be an experienced examiner whose function is to be the responsible leader of the oral examination.

The chairperson's contract is to:
- manage the examination process including all documentation;
- protect the candidate and safeguard his/her rights;

- contract with the observer and/or translator if present;
- call in the process facilitator at the candidate's, an examiner's, or on their own behalf;
- structure the time so that the examination does not overrun.

The chairperson will meet with the examination board approximately fifteen minutes before the examination begins. He or she will:

- bring the candidate’s written examination, documentation and the scoring sheets;
- ensure that the board members make contact with each other and are comfortable;
- look at the documents and encourage discussion about them;
- take responsibility for welcoming the candidate into the examination room;
- check that the seating is as the candidate would wish;
- explain the procedure of the examination;
- lead the introductions;
- take a proactive part in establishing a respectful and collegial atmosphere;
- observe, support and confront the board, especially with regard to:
  - energy level;
  - time boundaries;
  - the clarity and conciseness of questions;
  - co-operation with the candidate;
  - verbal and non-verbal feedback to the candidate.
- inform the candidate of their last opportunity to call a process facilitator before scoring begins;
- invite the candidate to choose whether to remain or to leave for the marking procedure;
- ensure that the recorder being used to tape the examination remains in operation until the examination is declared finished;
- call for and record the scores of the examination board on his or her scoring sheet;
- complete the scoring sheet;
- conduct the voting procedure.

After the examination process, the chairperson will:

- give the candidate the examiner evaluation form;
- return the written examination and documentation to the candidate;
- have a brief closing discussion with the board;
- return the scoring sheet and report examination result to the examination supervisor.

9.6 Function of the process facilitator

The process facilitator will be an experienced examiner whose function is to assist candidates and oral examination boards who are experiencing process difficulties.

The process facilitator undertakes the following responsibilities:

- to remain at a designated place during the whole period of the examination process;
- to remain available to be called by the chairperson, an examiner, or by the candidate, subject to the following time limitations:
  - if the candidate wants to call in a process facilitator, they must to 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.

The process facilitator

- will not discuss the examination with anyone before entering the examination room, including the person who comes to get them;
- will make interventions aimed solely at clarification of the process or to give advice;
- will not engage in any debate about TA theory;
- will not examine, score the candidate or vote;
- will not discuss what happened in the examination room with anyone except to give brief details to the examination supervisor.

9.7 Function of the observer

The observer at a CTA oral examination will be an experienced examiner whose function is to give specific process feedback to the board after the examination process has finished and the candidate has left the room.

Observations may include, for example:

- patterns of stroking;
- the relationship between the candidate and the board;
- energy levels during the examination process;
- verbal and non-verbal communication between the examiners.

The observer should never

- intervene in the examination at any point;
- comment or pass judgment on the content of the examination;
- make a recording or transcript;
- make interpretative or evaluative comments.

Guidelines for observers will be available at the examiners' briefing meeting. The responsibility for allocating observers to examinations lies with the examination supervisor at each examination venue and is recommended but not compulsory. The need for examiners will take precedence over the provision of observers.

There is no facility for anyone to observe IBOC examinations as a means of simply 'seeing how the examination works' in preparation for their own examination.

9.8 Guidelines for oral examination with translation

9.8.1 Introduction

The time allocated for oral examination with translation is extended.

- The total time allowed from the beginning of one examination until the beginning of the next, is two and a half hours. (This allows for meetings and breaks between exams.)
- The oral examination itself should take a maximum of one and a half hours.

Where a translator is being used, one of the examiners will be, where possible, someone who speaks the same language as the candidate.

Guidelines for translators will be available at the examiners' and candidates' briefing meeting.

9.8.2 Guidelines for candidates

A candidate needing a translator must inform the IBOC office of this fact when applying for the oral examination and is responsible for finding a translator. If the documents are not in English, they need to be translated with the exception of the written examination. The tape transcripts must have two columns side-by-side, showing the transcript in the original language next to the translation, so that the examiners can follow both texts simultaneously. One copy of all the translated material must be provided for each of the examiners and one for the translator.

In the oral examination, the board, the candidate, and the translator need to agree where to sit. Both the candidate and the translator should be comfortable with the arrangements. The candidate must address what he or she says to the board or to the examiner who has asked the question, rather than to the translator. Similarly, the examiners should address their questions and remarks directly to the candidate and avoid speaking with the translator.

It is strongly recommended that the candidate discuss the guidelines for translators with the translator prior to the oral examination and practice the process together.

9.8.3 Guidelines for translators

The role of the translator is invaluable in allowing a candidate for whom English is not the first language to obtain accredited status. The translator’s task of enabling the candidate and examiners to understand one another in the oral examination process is essential and very delicate. These guidelines are designed to help translators fulfill this task.

Before the examination, the translator should

- if possible, come to the candidates’ briefing meeting, where he/she will get more information about the examination process and be able to ask questions;
- have a look at the candidate's papers and find out from them if there is a specific topic or special vocabulary with which he/she will need to be familiar;
- take some time to get acquainted with the candidate if he/she does not know the candidate, establish a relationship of trust, so that they can get used to each other’s style and pattern of speech;
- listen to the recording and read the transcript in both the original and the translation so that he/she is familiar with the content;
- practice the translation process with the candidate;
- make clear arrangements with the candidate about:
    - speed of talking;
    - length of sentences;
    - mode for interrupting the candidate when necessary;
    - what he/she needs from the candidate to do the job of translating well.

During the examination, the translator

- will find that the focus of the examination is not on him or her directly. Indeed, he/she may feel excluded. Hence, he/she should ensure to go to the examination feeling well supported;
- should develop ways for staying centred in him- or herself, so as not to take on the candidate's nervousness;
- should stay in the background during translating, so as not to influence the process between examiners and candidate;

- must translate everything **exactly** as it is said by the candidate or examiner (including 'asides') and should respect each speaker's individual style of saying things; he/she should always keep in mind that it is more important to reproduce what is said as literally as possible rather than producing a 'perfect' linguistic translation;
- should translate so that examiners and candidates feel they are speaking to each other, not to the translator; hence, the translator should substitute him- or herself for the speaker, for instance, using "I" if the speaker does;
- should translate in short passages, a maximum of one sentence or even part of a long sentence;
- must, if necessary, interrupt the speaker to give him- or herself time to translate; hence if people are speaking too quickly or in very long sentences, the translator must be assertive and interrupt from the moment he/she risks losing contact, by asking the speaker to slow down or speak in shorter phrases;
- should translate out loud and clearly so that everyone in the examination process can hear;
- should ask the chairperson if he/she needs a break;
- must never
  - try to explain what he/she thinks was meant;
  - summarize or reflect only main ideas;
  - attempt to clarify or expand what the candidate says;
  - translate into indirect speech, for example, translate "I think…" into "He says he thinks…"

After the examination:

- When the examination is over and feedback is given, the translator should make sure to get the recognition and strokes deserved for his/her performance, from both candidate and examiners.
- If a translator is translating for more than one examination, it is essential to arrange for a sufficient rest in between so that he/she can disengage from the process of the preceding examination before going into the next.
- Any problems, concerns, doubts, or questions should be aired with the examination supervisor when they occur.

9.9 Exceptional circumstances

In exceptional circumstances, a candidate may apply for a variation of the examination regulations by writing to the IBOC chairperson no later than six months ahead of the date of the intended oral examination. The IBOC chairperson will then, in consultation with the IBOC committee, consider the application, make a decision, and reply to the candidate, giving reasons for their decision.

Note that national TA organizations do not have independent authority to vary the IBOC examination regulations.

9.10 Appeal procedures

A. Formal appeals

Formal appeals must be made within one month of receipt of the written examination evaluation or the oral examination. Appeals cannot be made on matters of academic judgement.

B. Reasons for making an appeal

- There has been a serious administrative error in the management of the evaluation process.
- The evaluation was not conducted according to IBOC regulations.
- Some other serious circumstance or irregularity occurred.

C. Reasons why an appeal would normally be rejected

- The appeal is against the academic/professional judgment 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 IBOC examination supervisor or the examination board before the examination process/evaluation took place.
- The candidate 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 candidate 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 12), and outline the grounds for making the appeal.
- Candidates should collect any corroborative evidence (e.g., medical certificates, statements from other parties, etc.).
- The completed form and any corroborative evidence should be sent to the examination supervisor 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.
- In the case of the oral examination, a clearly audible tape of the examination process should be enclosed.
- Appeals will not be considered without the provision of these materials.
- The examination supervisor in consultation with a member of IBOC 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 TSTA 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:
    - o The pass/defer evaluation of the written examination evaluators or oral

examination board is revised;
    - The candidate may re-take elements of the examination process at no cost;
    - The candidate may re-take the whole examination process at no cost.
- The appeal panel may suggest other options for evaluation.

The oral examination board or written examination evaluators will be notified of the outcome of the appeal and the reasons for the decision.

9.11 Documentation

Application to Appeal IBOC Examination (12.9.1)
Oral Examination CTA Scoring Sheets (12.7.9-12.
Examiner Evaluation Sheet (12.7.13)
Examination Supervisor’s Report (12.7.14)