

TC-L4 Personal Development– Producing Evidence

As a candidate you will need to collect evidence to demonstrate that a process of professionally relevant personal development is occurring and that you are reflecting, reviewing and actively planning and fostering this process. Some example questions for reviewing and assessing professionally relevant personal development:

- » What is it like to relate to me?
- » Do I feel safe to be vulnerable at this level of work?
- » How defensive do I become?
- » Can I accept my 'unacceptability'?
- » Do I let others know me? Do I welcome contact at a deeper level?
- » Am I comfortable with others' differences and similarities?
- » How do I respond to others' anger, shame, disappointment, etc?
- » Can I stay with and cope with others' pain and turmoil at this level of work?
- » Can I respond appropriately to others' developmental needs?
- » How do I use my skills to respond to others?
- » Do I offer to facilitate others' learning?
- » How comfortable am I holding silences with clients?
- » How authentic am I in my client work?

Examples of the personal outcomes appropriate to service level B1 and B2 training:

- » Increased self-acceptance.
- » Increased consistency and availability in relationships.
- » Increased comfort with human diversity.
- » Increased flexibility and creativity in client work and relationships.
- » Increased genuineness in relationships.
- » Increased engagement with others.

Collecting the evidence from others:

Direct or indirect verbal or written feedback on your professionally relevant personal development occurs continuously throughout the course. This feedback will be from peers, clients, supervisor(s), tutor-assessors, agency line manager, personal therapist and perhaps also from work colleagues, family and friends.

Feedback will be based on observation and experience drawn from all training group activities, including others' experience of relating to you and their observations of your relating to others in all the programme arenas and activities.

Written feedback will include tutor assessments and peer feedback on skills work, supervisor's and agency feedback and reports, peer feedback from personal development workshops/exercises, feedback on group-work etc.

Collecting evidence from self-review:

Your own reflections and self-reviews, drawing on oral/written feedback from others, are extremely valuable sources of evidence. You need to record on-going reflections in your learning review, as well as completing the self-reviews. Assessment criteria in unit 5 can be addressed by evidencing increased self-awareness.