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# European Supervision Individual Accreditation

## ESIA Guide to Applying

for ESQA and non-ESQA certificate holding applicants

## Introduction

Dear Colleague

Thank you for your commitment to the EMCC quality standards in mentoring/coaching supervision.

This guide has the purpose to help you understand the process that will allow you to apply for the *European Supervision Individual Accreditation* (ESIA) award.

We hope that the information contained in this document will help you practically in completing your application with minimal time and effort.

If you have any suggestions and/or comments, please contact the EMCC accreditation manager via email: [EMCC.Accreditation@emccouncil.org](mailto:EMCC.Accreditation@emccouncil.org).

On behalf of the EMCC International Executive Board.

David Sleightholm

EMCC Vice-president Standards

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Other required reading (available for download on the EMCC website):

1. EMCC Diversity Statement
2. EMCC Code of Ethics
3. EMCC Supervision Competence Framework.

## 1. General information

### What is the European Mentoring and Coaching Council (EMCC)?

The EMCC exists to promote good practice and the expectation of good practice in mentoring and coaching across Europe. We are a Europe-wide council that consists of representatives from national EMCCs plus direct members in countries where a local EMCC does not yet exist. The EMCC membership is a rich mixture of individual mentors, coaches, mentoring/coaching organisations, training and education providers, buyers of mentoring/coaching and mentor/coach associations, large organisations/corporate members – all of whom share EMCC's vision to promote good practice in mentoring/coaching.

As part of our drive for raising and promoting quality standards in mentoring/coaching, we provide an individual accreditation process based on the *EMCC Supervision Competence Framework*. The ESIA process has been based on research and consultation with our members and the wider coaching community.

### What is European Supervision Individual Accreditation (ESIA)?

The ESIA is a Europe-wide recognised award that demonstrates that an individual practising as a professional mentor/coach supervisor has the appropriate level of knowledge and the ability to apply it effectively in his/her practice.

The ESIA sets high standards and is recognised as a quality mentor/coach accreditation in the marketplace. It raises standards and professionalism in mentoring/coaching supervision by:

- Setting high standards in assessment criteria
- Measuring ability against our evidence-based competence framework
- Using reliable and rigorous assessment processes
- Demanding a professional, reflective approach
- Ensuring a commitment to continuing development.

### Who is it for?

The ESIA is relevant for anyone involved in mentoring/coaching supervision, whether it is just one part of the role or a main function. The advantage of the EMCC's accreditation process is that one can join and get accredited early on in one's experience as a mentor/coach supervisor.

### The benefits of ESIA

Having an ESIA award distinguishes individuals as a professional supervisor, with sound underpinning knowledge and the ability to demonstrate ability against demanding and rigorous standards. Specifically it:

- Provides users/buyers of mentoring/coaching services greater certainty of the competences and ability of the supervisors of their mentors/coaches
- Raises personal credibility and professional standing of supervisors
- Demonstrates the awarded supervisor is continually developing and always improving his/her supervising ability
- Raises the credibility and standards of our professions: mentors, coaches and supervisors
- Is more than a qualification – it recognises that ESIA holders are able to apply good practice in mentoring/coaching supervision
- Provides a framework for personal development.

It is recognised that achieving the ESIA accreditation requires commitment and hard work from applicants. It needs a professional approach for a professional and meaningful accreditation, and applicants say that the process of working towards their accreditation is both affirming and developmentally useful.

### Pricing

Application fees reflect the quality and robustness of the assessment process as well as the volume and complexity of evidence submitted. Countries that have signed a licensed agreement for ESIA with EMCC, can apply their own country pricing policy. For all other countries the pricing policy is defined by EMCC International. Information on pricing is available from the EMCC International Accreditation manager: [EMCC.Accreditation@emccouncil.org](mailto:EMCC.Accreditation@emccouncil.org).

## Duration of award

Your accreditation is valid for five years while your membership is current. ESIA holders will be reminded six months prior to their renewal date and sent the ESIA renewal application documentation.

## Terminology

The following extract from the EMCC Code of Ethics may help explain the terminology used in this document:

The term "mentor/coaching" is used to describe all types of mentoring or coaching that may be taking place, both in the work environment and outside. The EMCC recognises that there will be many types of mentor/coaching taking place...

The term "client" denotes usually anyone using the services of a mentor/coach or a supervisor ... It is recognised that there are circumstances where the mentor/coach may have two "clients", the individual being mentored/coached and the organisation who may have commissioned the mentoring/coaching ... we have used the term "sponsor" to differentiate the latter. But the term "client" might be a cause of confusion in the supervision world. Therefore we'll use either the term "mentee/coachee" or the term "supervisee" when appropriate and keep "client" when it applies to both.

The terms "supervision" and "supervisor" describe the process by which the work of the mentor/coach is overseen and advice/guidance sought. The terminology is the same, but the process may differ in significant ways from that undertaken in other professions, such as psychotherapy and counselling.

In order to simplify the reading in this document, we used the term "supervision" which refers in fact to "mentoring/coaching supervision."

## What first?

Before you begin to complete your application form we strongly recommend you to read this guide, which contains all the supporting information you should need to complete your application.

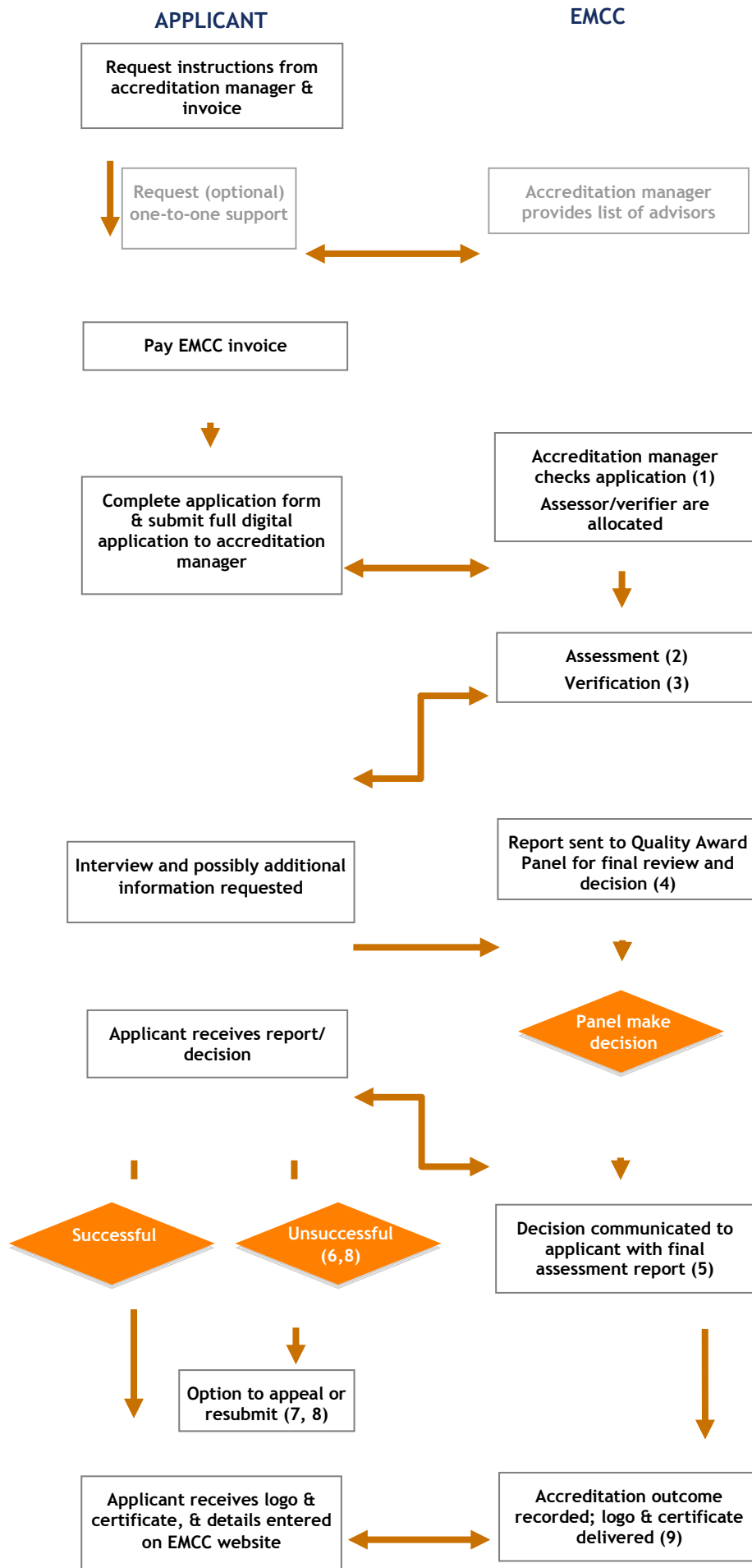
Please direct your questions and submit your completed application digitally to the EMCC International Accreditation team.

Contact: [EMCC.Accreditation@emccouncil.org](mailto:EMCC.Accreditation@emccouncil.org)

Website: [www.emccaccreditation.org/ESIA-home](http://www.emccaccreditation.org/ESIA-home)

## 2. The ESIA process

The ESIA application process is outlined on the next page and provides a step by step view of your journey to accreditation (with explanatory notes on the following page). You can work in a flexible way, fitting the work of your application around other commitments. EMCC publishes deadlines throughout the year, and received completed applications are put forward for assessment according to the published assessment cycles. Once applications go forward for assessment, the process is likely to take three months until a final decision is made. Depending on their circumstances, applicants may find that completing the application can take anywhere between 50 and 100 hours.



## ESIA process notes

1. Application forms will be sent on receipt of fee. Once the application is returned completed:
  - Application is checked for completeness
  - Any necessary requests made for missing information
  - Details of delivery to assessor and verifier are provided.
2. Assessment is completed ensuring defined criteria have been demonstrated and appropriate evidence provided. This will include a mandatory interview for applicants who do not hold an ESQA certificate. Additional information/evidence may also be requested.
3. Verification checks the quality of assessment.
4. The Quality Award Panel ensures consistency between assessment and verifications. The panel meets a minimum of once a month. In some cases you may be asked to submit additional information to support your application.
5. You will receive a written report on your application.
6. If your application does not meet the majority of the criteria at this stage you will be unsuccessful and will need to complete a new submission at a later date.
7. If you do not meet all the criteria but have met more than 50% of them, you may be invited to resubmit at an additional cost.
8. If you are unhappy you may appeal a decision.
9. If you are successful you will be awarded the EMCC European Supervision Individual Accreditation certificate. At this stage, your details will be entered on the ESIA Holders list of accredited supervisors posted on the ESIA pages on the EMCC website.

## EMCC assessment

Each ESIA assessor is a qualified mentor/coach and a qualified supervisor with considerable experience in both mentoring/coaching and supervision and assessing. Each having obtained a certificate from an ESQA-accredited training programme, they have an excellent working knowledge of the ESIA criteria and in particular the *EMCC Supervision Competence Framework* (available for download from the EMCC website).

In order to maintain the integrity of the EMCC ESIA and to protect both members and clients, we will randomly seek to validate the information provided, and this may involve us contacting you and requesting contact details of individuals to whom you have referred.

## Confidentiality

We recognise that in applying for ESIA you may provide us with sensitive information. We formally guarantee that your application and its content remain confidential and is only reviewed by individuals involved with the ESIA process. We guarantee that your information will not be shared with anyone outside of this and neither will any information be used for the commercial gain of another. We guarantee that your information will be destroyed within one year of the accreditation process is completed. All individuals involved in our process commit to this approach to confidentiality and sign a confidentiality agreement.

## Appeals/complaints

If you wish to appeal a decision or make a complaint this needs to be done within one month of receiving your decision. Please refer to our appeals/complaints procedure, which can be obtained from the EMCC International Accreditation team [EMCC.Accreditation@emccouncil.org](mailto:EMCC.Accreditation@emccouncil.org)



The diagram below highlights how the *European Supervision Quality Award* (EMCC's ESQA accredited training programmes, or "ESQA Providers") relates to the ESIA process.

## The Supervisor Accreditation Guide

Recognition for successful ongoing application of competence



### 3. ESIA assessment criteria

A summary of the ESIA assessment criteria is shown below. In the next section of this guide you will find more detailed guidance on these criteria and how to present evidence of them. The assessor will be assessing holistically for evidence of adherence to the EMCC Code of Ethics and Diversity Statement, and also for commitment in practice to continuing professional development.

#### Mentoring/Coaching Practice

<b>Completed practice</b>	minimum requirements
Length of experience	EIA practitioner level as a minimum

#### Supervision Practice

<b>Completed practice</b>	minimum requirements
Length of experience	3 years (from first practising as supervisor)
Number supervisee contact hours	120 hours, either individual, group or both
Number of supervisees	10 supervisees or groups from first practising as supervisor
<b>Ongoing practice</b>	minimum requirements
Supervisee feedback	5 since start of practice (ending with submission date of application)
CPD in supervision	20 hours per year from practicing as a supervisor. Hours should relate to supervision
Supervision by a supervisor Or structured peer intervention	Once per quarter at least and 1/35 hours of supervision

### 4. Completing the application form

In order to maintain consistency across the assessment process, applications should be completed as requested with all supporting materials. If your application is incomplete or does not follow the format requested, it cannot go forward for assessment.

If you have ***not*** obtained an ESQA certificate of qualification, it is your responsibility to provide evidence in a way that clearly demonstrates how the defined criteria have been met (see section 4.4).

In presenting your application, please ensure you use a contents page, clearly identifying sections through indexing, page numbers, tabs and appendices.

#### One-to-one personal support available

You may want the one-to-one personal support from an advisor. This support can be used to work with your own specific needs, which may range from general feedback, a review on your first draft, types of evidence being included, etc. Previous applicants who have used this support have found it very helpful in completing their application with focus and clarity.

If you envisage this kind of support/assistance, or you want to find out more about it, you can contact the EMCC accreditation manager (contact details on page 5) who will be able to provide you with the list of EMCC ESIA assessors for you to then set up a contract, including the fee.

*Please note that in all cases, EMCC is not involved in the contractual relation between you and the advisor. If you select an ESIA advisor, he/she will not be involved in the assessment of your application.*

## 4.1. Personal details and Personal statement

### Personal details

Memberships: Examples include International Coaching Federation (ICF), Association for Coaching (AC) and other professional mentoring, coaching or supervision bodies (APECS, AOCS etc).

Most common mentoring/coaching and supervision topics/themes: Examples include life changes, career moves, mergers and acquisitions, people management.

Range of clients and supervisees typically seen: To help assessors understand the type of people, roles and sectors with whom you work, describe the clients you typically see. Examples include public sector, health care, voluntary bodies, community-based organisations.

### Personal statement (2,000 words max)

This section helps us get to know you and have a general understanding about your thinking and approach to supervision. It is an introduction to your application and sets the context for you as a person and supervisor. You are asked to cover the following questions:

- What motivated you to be a mentor/coach?
- What motivates you to become a supervisor?
- Reflection about supervision philosophy: This part helps us to understand your supervision philosophy in detail. It should cover the following questions: What is your vision/philosophy of supervision? What general theoretical underpinning principles shape your practice? How has your practice evolved and developed?
- Capability to describe your frameworks in mentoring/coaching and supervision. Please make explicit the frameworks and models that you use in mentoring/coaching and supervision. Provide a brief description of each of them as if we were a client.
- Thinking process about Ethics. It is expected that you work in an ethical manner, and this should be reflected throughout the application. This will be assessed by the assessor via a holistic review of the application and interview. In addition you should provide here your *thinking and decision process* about ethics, making explicit how you help a supervisee to resolve an ethical dilemma, and bring several short examples of ethical dilemmas you were faced with during your supervision practice.

### Diversity

No specific statement is required regarding your approach to diversity however it is expected that you work with respect to diversity.

### Curriculum Vitae

Please attach separately a copy of your current CV.

## 4.2. Practice

### Coaching practice: Evidence of EIA accreditation

Successful EIA-accreditation (practitioner or above) is needed. You must provide evidence of your accreditation. **Please provide a copy of your EIA accreditation certificate.**

### Supervision practice: Length of experience

The evidence you provide should indicate that you were engaging in one-to-one supervision at or before the minimum time for the accreditation. Suitable evidence includes client invoice, supervision contract and client feedback/reference. It should identify you as the supervisor and the date that the supervision took place.

## Client contact hours and number of clients

You need to demonstrate at least the minimum number of hours required for supervision, using the layouts in the application form. The logs capture information on dates of mentoring/coaching, supervision, client initials, organisation type or name, client role, hours mentored/coached or supervised and areas worked on. When completing this please consider the following notes:

- Where you have worked with a client for several hours you may document this as one entry, showing the "from" and "to" dates in the date column rather than having to enter every session separately
- Sort by client, then date
- Client name, initials or an identifying code should be used to identify the client
- The number of required hours should be one-to-one mentoring/coaching or supervision activities rather than group facilitation/training or role-played mentoring sessions during a training event
- You may wish to show other supervision activities you are involved in, in addition to your hours (for example, supervision of therapists) and please show this separately from the client contact form
- Include the total number of clients and the total number of hours for each category (mentoring/coaching and supervision).

Please use the format shown in the application form.

## Supervisee feedback

You need to provide a minimum of five examples of supervisee feedback from the supervisee regarding supervision work completed since the start of supervision practice (ending with submission date of application).

These should be written on the supervisee' headed paper or originate from their e-mail address. They must include the following four areas:

- Duration/dates of the supervision
- Supervisee initials, role/title (and sponsoring organisation if applicable)
- Specific benefit to the supervisee
- Feedback on the effectiveness of your supervision skills.

Your feedback should be from the person you supervised rather than (if applicable) the sponsoring organisation. However, you may wish to include additional testimonials from other key stakeholders (such as other supervisees). While this is not a requirement it may support your application and add depth to the picture you present concerning supervisee feedback.

## 4.3. Professional development

### Continuing Professional Development – record of hours

Please provide evidence for the last 12 months (ending with submission date of application), of at least the minimum number of CPD hours required, using the template in the application form.

Include a range of learning methods such as conferences, seminars, workshops, reading and presentations. Include evidence where appropriate such as certificates of attendance. And include the total number of hours for the last 12 months (ending with submission date of application).

### Supervision of supervisor – record of hours

Please provide evidence of at least the minimum number of your own supervision hours for the last 12 months, using the template in the application form. Include the total number of hours for the last 12 months (ending with submission date of application).

Please provide your supervisor's comments.

## Reflective Log - learning and application from reflecting on supervision practice

### No reflective log is needed for ESQA certificate holders.

If you do not hold an ESQA certificate please provide evidence of at least five reflections/learnings over the last 12 months (ending with submission date of application). You may use the template in the application form. Alternatively, you may partially or totally substitute reflections that you have written using your own processes, if they cover equivalent areas.

This log should demonstrate how you reflect on your work with supervisees: what have been some of the key issues that have arisen; what have you reflected upon and what sense have you made of that and how is that now applied to your practice? It should also evidence your reflection and learning from your own supervision, CPD activity and feedback from supervisees.

When describing the application of your learning, you should write in the first person describing step-by-step the specific behaviours you demonstrated, your reflection on those and the impact of this.

NON-satisfactory evidence includes:

- Describing in general and non-specific terms how you have applied your learning
- Only describing your future intention to apply your learning.

Clearly reference each reflection/learning citing the competence developed, using the *EMCC Supervision Competence Framework* (available for download on the EMCC website). If uncertain how to show evidence of your competences, it may be helpful to use individual Capability Indicators (CIs); however this is not a requirement. Your competence is NOT being directly assessed here, but the assessor is looking for reflection across a range of competences. Your responses also reinforce your own understanding and familiarity with the framework.

### 4.4. Evidence of competence

**No need to fill this section for ESQA certificate holders. Please provide a copy of the certificate.**

If you do not hold a certificate from an ESQA accredited training programme, you must fill this section which allows you to provide evidence of your competence.

You will need to submit evidence of competence as outlined in the *EMCC Supervision Competence Framework* (available for download from the EMCC website). **This evidence can be provided through case studies (recommended), or by completing the 7 sections of the application form, or a combination of both.** You are not required to use the Capability Indicators (CIs); however you may find it helpful to use them as a guide.

#### Case study guidelines

In order to present a clearer context to your evidence, ***it is strongly recommended that you submit case study material*** of a supervisee(s) with whom you have worked. (This may be one larger piece of supervisee work or several smaller ones.) This will enable the assessor to get a clear sense of what it is like to be supervised by you and why you apply your knowledge in the way you do.

Case study material is not about volume but driven by providing sufficient evidence of knowledge and application. The style of how you present your case studies is less important than demonstrating areas of competence (you may additionally indicate which CIs you claim) by describing in your case studies:

- What you know
- How this was applied to your supervision practice.

The example below may help you consider how to structure your case study, showing the competence area and CI being *applied* and highlighting the thinking process and *knowledge* being used.

<p>Jon has expressed a difficulty with his client Nathalie who is trying to use the coaching to serve her personal goal which is to leave her company with a substantial financial package. He has a view that it would probably be very good for her to leave the company because she tells him that she is overwhelmed and cannot continue like that. On the other hand, the sponsor is quite positive about her and the coaching contract is aimed at helping her to be promoted.</p> <p>As the supervisor I have to make a judgement as to which road to go down. The first step will be to help him to reflect on his ethical stance and to analyse the different aspects of this ethical dilemma.</p> <p>Also we need to discuss the legal and moral responsibility of the coach and the supervisor as the client is at risk of burn out or a breakdown.</p> <p>In addition I'll recommend to the supervisee that he be ready to take appropriate action if the client gets to the point where she is need of therapeutic help.</p> <p>Lastly, I'll bring the case to my own supervision.</p>	<p>4 : facilitating ethical awareness CIs: 4f, 4g, 4h</p> <p>CIs: 4d</p> <p>4j</p> <p>4h</p>
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You should insert your case studies as an appendix and clearly reference them in Section 4 of the application form (see the "Referencing evidence" subsection below).

### Guidelines for using the EMCC Supervision Competence Framework

Where competences have *not* been fully demonstrated in your case study material, please ensure you provide this evidence in the application form, Section 4.

You are expected to write against the 7 competence areas described in the *EMCC Supervision Competence Framework* (available for download from the EMCC website). Each competence is elaborated by Capability Indicators (CIs). The CIs arise out of original research data; their purpose is to offer guidance on what might be demonstrated for each competence and to help the assessment process. Applicants and assessors may use them as a guide, but they are not intended to be prescriptive.

For each area of the *Supervision Competence Framework* you are asked to provide evidence of both what you know of the competence area and how you have applied it to your supervision practice. You may include the source of your knowledge (courses, books, etc.); however what we are looking for is a **summary of your understanding/knowledge** of the area of competence. **Specific examples** should also be provided that show how you have put your understanding into practice. The aim is to show the assessor exactly how you work with your supervisee.

The following fictitious examples demonstrate a correct and incorrect way of providing evidence.



### Good example

This example from the application form provides a good summary of the applicant's understanding of *Working effectively with groups for group supervision*, as well as a real life example of how this understanding has been applied.

<b>WORKING EFFECTIVELY WITH GROUPS FOR GROUP SUPERVISION</b>
<p>For some time I have been focusing on being able to notice and name what is happening in a supervision group and how this might impact the process (7b).</p> <p>I analysed a number of book about this (especially Proctor, 2007 and de Hann, 2012) and concluded that in a supervision group, like in any other group, there are three key elements: the persons, the interactions and the group itself.</p> <p>I know and I have noticed that due to the regression (move to a more infantile state) in a supervision group the interactions between group members and the behaviour of the group as a whole are more intense. My capacity to notice is clearly impacted by the emotional reaction caused by the group behaviour: for instance, if the group starts to behave as a crowd, showing a lot of emotive reactions, then I am in a sort of panic.</p> <p>I attended some training about system's theory and began to not only understand but feel what is going on in a group. I developed a capacity to use my emotions as a source of information rather than as a stress. This training helped me a lot to be able to step back and look at what is happening.</p> <p>Going into a more in depth analysis of what is going on I developed several routines that I apply for different sorts of situations. For instance if the group is becoming apathetic I allow only shorter questions and use a fast circular technique.</p>

### Poor example

This example only states the sources of knowledge and provides no evidence of what is understood by the applicant. The application of understanding is referred to in generic terms with no real examples to provide evidence of the statement.

<b>WORKING EFFECTIVELY WITH GROUPS FOR GROUP SUPERVISION</b>
<p>Had difficulties at the beginning to be able to name what is happening. I was too much emotive.</p> <p>I attended a class on system's theory and became able to step back and just "watch at the show".</p>

You should write in the first person describing step-by-step what happened in a specific example of your supervisee work. This would include the specific behaviours you and the supervisee demonstrated, your reflection on those, how you draw on your knowledge and feelings to inform your decisions, actions and interventions.

### Referencing evidence

Where you wish to refer to other sections of your application (e.g. reflection log or additional material), it is important that you use this section in your application form to reference which parts of your application refer to each competence.

Your case study material should be cross-referenced on the application form, using page numbers and paragraph or line numbers as shown in the example below.

<b>ESTABLISHING A SUPERVISION CONTRACT/AGREEMENT</b>
<p>Ref Case Study 1. APPENDIX 6, Page 2, Lines 28-33</p> <p>Ref Case Study 1. APPENDIX 6, Page 3, Lines 1-23</p>



## 4.5. Declaration

Applications will not be considered completed, unless the Section 5 Declaration of the application form is signed and dated. Please read all five points of the declaration carefully before signing.

## 5. Interview

The interview is optional for ESQA certificate holders. It is mandatory for all applicants who do not hold a certificate from an ESQA accredited training programme. The purpose of the interview is:

1. To address incomplete evidence in the application, if applicable. It will be possible for the assessor to draw from evidence from the application combined with evidence from the interview in order to be satisfied that each criterion is covered. Further evidence/clarification may be sought in respect of the following areas:
  - Length of experience
  - Number of supervisee hours
  - Number of supervisees
  - Supervisee feedback
  - Continuous professional development
  - Contribution to the profession
  - Reflection on practice
  - Competences.
2. To confirm that you reflect soundly on your practice. The reflection on practice section of the application provides evidence that the applicant can reflect on practice. The interviewing assessor will want to reassure her/himself that you do so. The assessor may ask you to describe your reflective processes and practice and will select an incident from the application form and ask you to reflect upon it.
3. To form a holistic view about the applicant as a supervisor. This will include:
  - An evaluation of your supervision philosophy and approach
  - An evaluation of your communication skills
  - Confirmation that the application appears to be your own work.
4. To review your understanding of (both available for download at: [www.emccouncil.org/eu/en/accreditation/ESIA](http://www.emccouncil.org/eu/en/accreditation/ESIA)):
  - The EMCC Code of Ethics
  - The EMCC Diversity Statement.

### Process

The interview may be conducted in person or using an online conferencing programme and must be recorded to ensure quality management purposes. The verifier can be present or alternatively choose to sample the interview recording.

The content of the interview will be determined by the assessor, who will have first reviewed the application to decide what areas require further examination.

## 6. Administration and possible outcomes

Your application should consist of a completed application form with all supporting material. Once it is ready to be submitted you should follow these steps:

### Step 1

State your intention to submit an application for ESIA and pay the invoice that will be sent to you. Once payment is received you will be sent your application form. Submit your full application to the EMCC accreditation manager, using the instructions provided (see page 5 for contact details). You will be required to submit your full application digitally.

### Step 2

Collaborate with the EMCC accreditation manager and/or assessor who will check the application for completeness; if incomplete or incorrectly completed, you will be asked to resubmit which may incur additional costs.

### Step 3

Collaborate with the assessor who may request small amounts of additional information to support your application. He/she will also determine with you a time and date for an online interview (or in person where possible), which is mandatory for applicants without an ESQA certificate.

Assessors have the option to interview all applicants with an ESQA certificate.

### Next steps

When the assessment of your application is complete, your application along with the recommendation of your assessor and verifier will go to the Quality Award Panel for final decision.

### Possible Outcomes

Decisions of the Quality Award Panel include the following options:

- Your application meets the criteria and the ESIA is awarded
- Your application does not meet some of the criteria: you will be offered the opportunity to re-submit your application at a reduced rate, within an agreed time period, usually 3 months
- Your application does not meet most of the criteria and is rejected at this stage. You may either appeal the decision or you re-start the process from the beginning.

You can usually expect to hear about the decision on your ESIA application within a few weeks after the Quality Award Panel meeting, as announced in the posted calendars on the EMCC website.

## 7. Checklist

Please use the following checklist to ensure your application is complete.

1	Ensured that I followed correctly the process if I am not an ESQA certificate holding applicant	<input type="checkbox"/>
2	Read carefully the entire Guide	<input type="checkbox"/>
3	Completed entire application form, including signed and dated Declaration (Section 5)	<input type="checkbox"/>
4	Provided case study and/or <i>EMCC Supervision Competence Framework</i> evidence if I am not an ESQA certificate holding applicant	<input type="checkbox"/>
5	Included a minimum of five examples of client feedback provided within the last 12 months, and clearly cross referenced where possible	<input type="checkbox"/>
6	Indicated in the personal statement and throughout the application my approach to ethics in my mentoring/ coaching supervision	<input type="checkbox"/>
7	Included my most recent CV	<input type="checkbox"/>
8	Digitally submitted my completed application form using the instructions provided by the EMCC accreditation manager (see contact information on page 5)	<input type="checkbox"/>
9	Kept a hard personal copy of the application and supporting materials	<input type="checkbox"/>

# APPENDIX 1. Further Guidance on the Reflective Log

To help guide you in completing your reflective log appropriately, EMCC's expectations are summarised below.

It is advised that in writing your reflective logs you are guided by the stages of the learning cycle, namely describing what you did, thought and felt, your reflections on this, the conclusions you draw from this, what you planned to do, what you then did and your reflections on this.

In this way, you demonstrate your learning and your ability to analyse and synthesise your understanding by making comparisons between theoretical frameworks and application in relation to your own model of practice. You present a more systemic view of your practice drawing on a wider perspective from outside of your normal area of work.

## Examples of reflection

Below are a number of examples taken from previous applications that provide examples of reflections that are broadly adequate, and others that fail to demonstrate the required level of reflection. They are intended as demonstration and not to guide you in how you present your reflection.

## Examples of reflection on supervisee work

### Good example

The example below shows a clear reflection on specific examples of supervisee work, a desire to make sense of what happened and importantly, evidence of how this has been subsequently applied to practice.

DATE	SUPERVISEE NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
October 2013	121 supervision session	<p>Working with a very emotional supervisee I found myself feeling quite judgmental about his behaviour and underlying beliefs, Whilst my feelings (disappointment) were kept hidden from the supervisee, my own emotions (irritation) and thoughts were very distracting and prevented me from listening with real depth. There was also the risk that my own feelings, possibly visible through my non-verbal signals, could have an impact on the supervisee.</p> <p>When faced with a similar situation before I was able to recognise what was happening for me internally, and then I used strategies to step away from my distracting emotions and thoughts and was able to focus objectively on helping the supervisee explore his behaviour and beliefs. But this time I had difficulties stepping away from my internal mechanisms.</p> <p>I recognised these difficulties and started to consider several hypotheses such as: a defence or a schemas was triggered, or a counter transference that I was not able to identify, or possibly it was a clue that a parallel process was active. This analysis was helpful.</p> <p>While it is perhaps likely I will again experience such judgmental feelings/thoughts I now have greater confidence of a raised awareness and ability to manage these internal experiences.</p>	<p>6: supervision and CPD of their own practice.</p> <p>CIs: 6a</p> <p>6e</p>

### Poor example

The example below is not satisfactory because the comments and examples are generic. There is little depth to the reflection and therefore provides no evidence of learning; stating that you intend to do something based on the reflection is not adequate. You must show how you have specifically applied your learning.

DATE	SUPERVISEE NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
October 2009	121 supervision session	Sometimes when working with a supervisee I find myself feeling quite judgemental about their behaviour and underlying beliefs. Whilst my feelings are kept hidden from my supervisees, my thoughts and emotions tend to be very distracting.  Whilst it is perhaps likely I will always experience judgemental feelings/thoughts, I am now able to recognise that I need to tackle this.	6: supervision and CPD of their own practice.  CIs: 6a

### Examples of reflection on supervisee feedback

#### Good example

This example shows a good level of reflection as well as how this has been subsequently applied.

DATE	SUPERVISEE NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
Sept - Nov 2014	AB, CD, EF	My evaluation forms from the supervisees showed that my lowest rated score was on how I helped them to make progress. (5/10 on all three forms)  On reflecting, I believe that I have avoided focusing on the developmental aspect of supervision.  I felt I had less knowledge and experience than these supervisees and I was doubting my ability to feed their learning needs.  The consequence of this was that I didn't challenge the supervisees' commitment and motivation to their learning plans.  With a subsequent similar supervisee, I noticed several occasions where actions agreed, relating to one of their supervision goals, were not followed through and challenged appropriately by me.  Rather than ignoring this I offered my observation of this and encouraged the supervisee to talk about what this may mean. It enabled the supervisee to explore some of his values and beliefs linked to that goal, which were impacting on their motivation towards it.  It also enabled me to explore some of my blind spots and behaviour patterns.	1: Establishing a supervision contract.  CIs: 1f  5e, 5f  6e  5e  6e

#### Poor example

This example shows low levels of reflection and a vague description of application.

DATE	SUPERVISEE NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
Sept - Nov 2009	AB, CD, EF	My evaluation forms from the supervisees showed that my lowest rated score was on how I helped them to make progress. (5/10 on all three forms)  I now ensure enough attention is given to the developmental aspects of supervision.	1: Establishing a supervision contract.  CIs: 1f

## Examples of reflection on CPD

### Good example

Specific reflections have been used and examples of how it has been applied have been given.

DATE	SUPERVISEE NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
14.2.14	Diversity workshop  (see certificate of attendance, appendix 8)	I realised my ignorance of different cultural norms was sometimes preventing me from acknowledging and working with difference in my supervision practice. I was not that aware of differences for fear of offending and "face" (loosing "face" is a terrible threat for Asians) issues with people from Asian cultures.  Now I talk openly with supervisees where appropriate about the impact of any differences between us. Of course I do it carefully respectful of cultural aspects which includes some cultures which may be sensitive to a more direct approach. Recently I worked with a female Sikh supervisee and felt confident to explore prudently the effect of family expectations on her career. I am now more open to ask questions and to recognise and share that I am still learning.	6: supervision and CPD of their own practice  CI: 6a  2f  5f

### Poor example

This evidence does not indicate learning or application.

DATE	SUPERVISEE NAME / EVENT	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
14.2.10  4 hours	Diversity workshop	Found the workshop very interesting and informative  Will be mindful of this in my practice	6: supervision and CPD

## Examples of reflection on Supervision of supervisor

### Good example

DATE	TYPE	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
15.2.10  1 hour	Individual supervision	I became aware that I hadn't been challenging enough of a supervisee whom I was finding it hard to warm to. I wondered if some of his values and behaviours were at odds with my value system. For instance his aggressive position vs money is quite different from mine. I'd been avoiding possible conflict with him, and one possibility was that I secretly admired or envied him. I was feeling ineffective and our sessions seemed very superficial and lacking impact.  At our next session I shared my thoughts about our differences. For the first time he really opened up about a feeling of lack of meaning since he had embraced this profession.	2: managing the process  2i  6a  3f

### Poor example

DATE	TYPE	REFLECTION ON LEARNING AND APPLICATION TO PRACTICE	COMPETENCE AREA
15.2.10  1 hour	Individual supervision	I didn't like the supervisee much and so I wasn't very challenging of them.  I decided to be more challenging with him – it seemed to help.	2: managing the process  3e