
European Supervision Quality Award

ESQA Guide to Applying

for Mentor/Coach Supervisor Training Programmes

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Introduction

Dear Colleague,

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

This information guide provides an introduction to the EMCC's ESQA for Mentor/Coach Supervisor Training and the process of applying for the award. After reading this guide the next step is to apply by contacting the EMCC accreditation manager or the accreditation manager of your country (see page 10 for listing and contacts).

The pages that follow introduce EMCC, the quality award, to whom it applies and the framework of standards on which the award is constructed. The process of application and assessment is introduced by a flow chart (page 9) followed by textual detail.

Please note that any programme submitted for assessment must have completed a full cycle. This means that the whole programme will have been delivered at least once and will, therefore, enable evaluation by the applicant and the students as well as providing full evidence to support the assessment process.

This guide is available for download from our website www.emccaccreditation.org.

On behalf of the EMCC Executive Board,

Gilles Gambade
Vice-president Standards

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1. The EMCC and the ESQA

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. Our organization is comprised of representatives from national EMCCs plus direct members in countries where a local EMCC does not yet exist. The EMCC membership consists of a rich mixture of individual mentors/coaches, mentoring/coaching organisations, training and education organisations, buyers of mentoring/coaching and mentoring/coaching associations – all of whom share EMCC's vision to promote good practice and the expectation of good practice in mentoring and coaching across Europe.

What is the European Supervision Quality Award (ESQA)?

The European Supervision Quality Award (ESQA) is an independent accreditation awarded to providers of mentoring/coaching supervisor training to make their qualifications/training widely and immediately recognisable. This is through linking them to professional standards. It is an integral and essential step on the path to establishing the professional credibility and status of mentoring/coaching.

EMCC has created a framework for assessment based on consultation and comprehensive competence research of mentoring/coaching supervision on behalf of the UK Roundtable of professional bodies including AC, EMCC, ICF, APECS, BACP. The emphasis of this award is to raise standards whilst acknowledging existing excellence. (Refer to Appendix A. EMCC Supervision Competence Framework.)

What does the ESQA offer?

This ESQA offers the marketplace the much needed framework to enable:

- Purchasers of mentoring/coaching supervision services to understand the quality of what they are buying and to make appropriate choices for their respective needs
- HR and Learning Development specialists to choose appropriate programmes for developing the practice of their in-house mentors and coaches
- Individuals who wish to train as coaches/mentors supervisors to select programmes with confidence that the content is of high quality and relevant to and recognised by the market they wish to enter
- Training providers to design programmes which gain recognition for the quality of their provision.

Who does the ESQA target?

The ESQA is for training organisations—including 'in-house'—that provide mentoring/coaching supervisor training.

Why is the award important for your organisation?

As a provider of quality mentoring/coaching training and education, your organisation will benefit in many ways through applying for and achieving the award, including:

- An audit check on quality, allowing your organisation to reflect on its processes, procedures and outputs
- Assurance that your programmes are of an agreed standard and benchmarked against best practice
- Feedback elicited through the ESQA process can lead to programme development and improvements
- Marketing opportunities for your programmes stemming from a successful application process
- Your reputation for being a provider of quality training and educational programmes.

2. What is the EMCC Supervision Competence Framework?

The EMCC Supervision Competence Framework (see Appendix A) operates from an equivalence model that encompasses the range of experience in the field of mentoring/coaching supervision. This approach is designed to enable submitting organisations to benchmark their own capability indicators for training programmes against those currently agreed by the EMCC.

The competences and capability indicators are subject to ongoing research and, in collaboration with others, will continue to evolve over time to ensure that they continue to reflect appropriate standards of professional supervision practice.

3. What is the ESQA level?

The EMCC is currently awarding the ESQA at one level. The EMCC Supervision Competence Framework (Appendix A) specifies the competences and capability indicators (CIs), and through the ESQA support material we also specify the anticipated amount of taught input, learning and practice directly related to mentoring/coaching that would support the development of such capability (Appendix B).

Through the EMCC ESQA process, we assess the training programme and its effectiveness in supporting individuals to be able to work with confidence and evidenced capability at a range of levels.

4. What are the Quality Standards?

Standards and quality assurance

EMCC applies two sets of standards to programmes. These are the General Quality Standards (for which appropriate institutions such as Universities can substitute Quality Assurance Agency (QAA) / European Association for Quality Assurance (EAQA) standards for higher education, established as part of the Bologna process and the Programme Assessment Standards. **We encourage applying organisations to produce a Quality Manual that contains the general Quality Standards, including each of the following components:**

Governance and management:

- Establish a clear management structure, lines of accountability and appropriate safeguards for financial and quality standards

Professional standards and quality assurance:

- An appropriate regulatory framework for governing any awards (credentials)
- A clear and consistent mechanism for ensuring academic/professional standards
- A means of ensuring that programmes supplied meet the learning objectives stated

Effectiveness of staff providing programmes:

- A means to ensure providers are competent to teach, facilitate learning and assess standards

Student support:

- Effective systems for monitoring student support and administrative arrangements

The Quality Standards are described in detail below:

Applicants are expected to demonstrate how their programme is effectively run. **Quality Assurance (QA)** refers to a range of review procedures designed to safeguard academic and professional standards and promote learning opportunities of acceptable quality for learners. QA is about ensuring that the programme is fit for purpose and continues to be fit for purpose in operation over a period of time. We would expect to find this information in your "guiding principles" or your "quality plan."

In summary your application should show:

- What you are trying to achieve with your programme
- How you go about achieving it
- How you know you have achieved it

You must demonstrate that you have established your own quality assurance standards/processes, including:

- a. Documentation of the training programme's core principles and beliefs about mentor/coach supervision development
- b. A statement explaining the goal of your training, e.g. to develop mentor/coach supervisors to...
- c. Process(es) for checking that the organisation operates to its own standards and collects evidence that standards and routines are being adhered to consistently
- d. Identification of opportunities for improvements to the programme or your organisation and evidence of implementing those improvements.

Answers to a through d may be included in your quality plan; if so please provide appropriate cross referencing.

Note

Please give the exact location of the supporting evidence in the documentation submitted in your application, when used. Please give page references and subheadings wherever necessary. "See course handbook" is not an exact location; assessors must be able to refer to the evidence quickly rather than having to search pages or whole documents for the necessary evidence.

4.1 Governance and management

Show evidence of a clear management structure, lines of accountability and appropriate safeguards for financial and quality standards. *Please provide the following:*

1. The organisational chart and structure, which must outline:
 - a. communication lines of those positions responsible for developing and delivering policies, procedures and content relating to mentor/coach training
 - b. the relationship of instructors and whether the instructors are employees or contractors.
2. Processes to ensure resolution of complaints and disputes. Please explain your policy and procedure for receiving and resolving complaints from students, instructors or other interested parties.
3. Financial management: what is in place to protect the student should your organisation become insolvent? What is your refund policy?

Examples of evidence may include but are not limited to: organisational manuals, staffing information, job descriptions and authority diagrams or organisation charts.

4.2 Professional standards and quality assurance

Please explain the organisation's:

- regulatory framework for governing any awards
- mechanism for ensuring professional standards
- process to ensure that programmes meet the learning objectives stated, effectiveness of the programme delivery
- assessment methods and how you ensure that they are consistently applied from one cohort to the next
- procedures to recognise and enhance strengths and address limitations of programmes, staff, processes etc.

Examples of evidence may include but are not limited to: copy of assessment criteria, minutes from quality assurance meetings.

4.3 Effectiveness of staff providing programmes

Please explain how the organisation goes about the following:

- What are your processes/procedures to ensure your staff members are competent and continue to be competent to teach, facilitate learning and assess standards? Include information regarding:
 - How you evaluate the effectiveness of training staff providing programmes?
 - What is their professional standing in the mentoring/coaching field?
 - What is their experience in practicing mentoring/coaching?
 - How many of your staff are accredited in mentoring/coaching? By whom?
 - Significant contributions to the mentoring/coaching field
 - What is your process for ensuring that staff meet and maintain your standards
 - Continuous professional development (CPD) for trainers
- What is the profile of the programme leader(s)? What is their expertise?
- Provide information regarding staffing of the programme, including identifying key tutors as well as alumni and visiting trainers and speakers

Examples of evidence may include but are not limited to: staff CVs, staff professional development (CPD) logs, staff appraisals, records of actions taken, training attended, supervision received, job descriptions, terms and conditions for consultants.

4.4 Student support - quality of provision

Describe *how well learners are looked after* i.e. describe the quality of the *delivery* of the curriculum (as opposed to its content) as well as the quality of learning resources and support services made available to learners.

- What systems do you have in place to monitor learner support and administrative arrangements?

Examples of evidence may include but are not limited to: content of training manuals, including what support the training organisation may provide to learners undertaking in-house programmes, examples of support provided to the learners.

4.5 Evaluation data based on student feedback

- What evaluation data is provided by learners about the programme – content, experience, administration etc.
- How do you collect evaluation data? Provide a sample of the forms you use to collect this information and the analyses you make.
- How does your organisation respond to evaluation data? Provide examples of how evaluation data has been responded to in the past.

Examples of evidence may include but are not limited to: examples of the evaluation forms and examples of how the programme content, method of delivery, learner support etc. have been changed or added to in response to the learner evaluation.

4.6 Overall quality assurance processes

- How do you know your evaluation of quality is effective?
- What are your independent moderation arrangements to ensure that your procedures, including assessments, are being operated in the way intended?

- What is your process for reviewing the performance of the programme, identifying general opportunities for improvement and implementing them?
- What is your process for incorporating changes in standards, course delivery?
- What is your plan for implementing changes, for example that may be required due to changes in standards, knowledge or technology? Include answers to the following questions:
 - When are changes made?
 - How are changes tracked?
 - How are instructors informed of changes?
 - What is the time frame or schedule used to implement changes?
 - How do you assure that all staff implement changes whether the instructor is an employee or a contractor?

Examples of evidence may include but are not limited to: records of independent moderator activities, existence of ongoing quality plan, programme re-designs, management reviews, development plan for instructors, minutes of meetings, quality assurance policy, etc.

4.7 Administrative processes for issuing certificates

- At what point are the students issued their certificates?
- Who issues the certificates?
- How do you verify that certificates are issued to students who have passed the theory and practical examinations, and are competent in mentoring/coaching supervision
- How do you process requests and verify certification when students ask for duplicate certificates?

4.8 Code of ethics used within the qualification

- How do you incorporate the framework of the *EMCC Code of Ethics* or equivalent into your programme's learning?
- What are your organisation's processes for ensuring that learners engage with an ethical code?

Example of evidence might include but are not limited to: copy of your Code of Ethics, reference to course handouts indicating how ethics is discussed on your programme, how you cover boundary management and confidentiality.

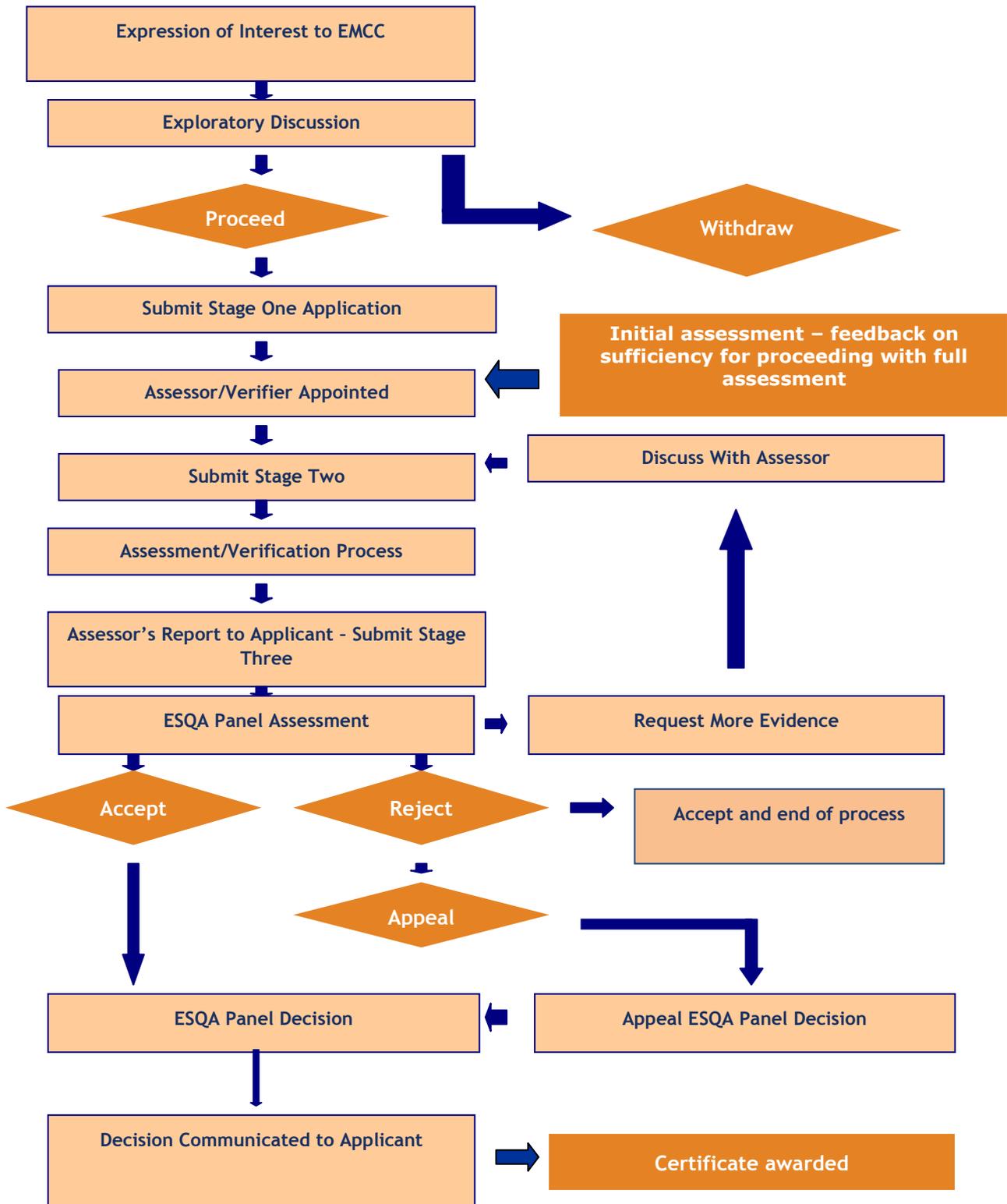
4.9 Other

Include any other relevant information you wish to add to your application.

Important note

*Assessors must be able to refer to the evidence quickly rather than having to search pages or whole documents. Please provide copies of all evidence materials that you present in your application, and clearly cross-reference them. In other words, provide page references and subheadings wherever possible. A good example is: "see Appendix C, course handbook p45, section 2.2." A poor example is: "see course handbook," because it is not an exact location. **Applications submitted without specific references will be returned for revision.***

5. How to Apply



Steps that must be taken by each applicant

1. In preparation for your ESQA, please complete and sign *Section 1. Authorisation and Contact* of the ESQA application form and return; this is "Stage 1" of the application process.
2. Upon receiving the signed agreement, the EMCC will send an invoice for 100% of the fee, and the ESQA process will start upon receipt of your payment.
3. The aim has been to provide a self-explanatory Guide to Applying; however, if needed, there is additional support available. If this option is taken, you may choose from a list of potential advisors, provided by the accreditation manager at your request. The advisor will guide and support you through the application process. The additional fee for this support must be agreed between the applicant and the advisor; EMCC plays no role in this process.
4. Your accreditation manager will allocate an assessor and a verifier for your application, both of whom should not be considered advisors.
5. You will then send your completed digital application together with supporting digital documents to your accreditation manager (local or EMCC), who then forwards the complete application to the appointed assessor and verifier. This is "Stage 2" of the application process.
6. Your assessor will review the content and may come back with requests for further information/clarification. Please note that the assessor has a limited time within which to assess the programme which anticipates an element of clarification. There may be times where the application requires more than the allocated assessor time due to an incomplete application. In this instance an additional fee will be payable and the accreditation manager will contact the organisation for approval to continue with the assessment process.
7. When the assessment process is complete, the "Quality Awards Panel Application Form for ESQA" (Appendix E) must be completed, signed and submitted to your accreditation manager in order to verify that your assessment report is a true reflection of your programme and that you wish it to be considered by the EMCC's Quality Awards Panel. This is "Stage 3" of the application process.

Expression of interest / contact information

If you would like to apply for an award on behalf of your organisation, please contact your EMCC accreditation manager, who can explain the application and assessment process and answer questions. *Note: All enquiries and applications will be treated in the strictest confidence.*

If you decide to proceed you will be sent an invoice with the appropriate application fee. Countries having signed a licensed agreement with EMCC can apply their own country pricing policy. For all other countries the pricing policy is defined centrally by EMCC. Information on pricing policy is available from the accreditation managers.

Country organisations in Germany, the Netherlands, Switzerland and the United Kingdom have entered into a license agreement with EMCC and will run the initial ESQA application process locally. This guide and other documents may be translated in other languages; please check with your local accreditation manager.

If you reside in Germany, the Netherlands, Switzerland or the United Kingdom, please submit your application to your local accreditation manager.

Applicants from **Germany** submit to EMCC-DE: DE.Accreditation-Manager@emccouncil.org

Applicants from the **Netherlands** submit to EMCC-NL: info@nobco.nl

Applicants from **Switzerland** submit to EMCC-CH: CH.President@emccouncil.org

Applicants from the **U.K.** submit to EMCC-UK: UK.AccreditationServicesManager@emccouncil.org

Applicants from **all other countries** submit to EMCC: EMCC.accreditation@emccouncil.org

Assessment process

Ideally, you have used the supporting guidelines to assist in completing your full application with as much care and detail as possible, and you provided as much relevant documentary evidence as possible to support your application.

After completing/submitting the application form, it will be allocated an Assessor and a Verifier by the accreditation manager.

Depending on the information provided, the Assessor will determine the next steps. This could be an entirely documentary exchange and discussion. However, with your agreement, the Assessor may visit your organisation to observe classroom teaching or other forms of learning experience. They may also ask to meet with a cohort of learners to elicit their opinions about the programme. If you have agreed to a site visit which attracts extra assessment time this will be invoiced to you together with related expenses e.g. travel. Assessors will endeavour to keep within the time allocated and extra assessment time is only usual where information in the application is insufficient.

The Assessor and Verifier will independently assess your submission and subsequently discuss their findings related to the evidence provided (documentary and observed during the visit if applicable) and make a recommendation as to the acceptance or rejection of your application or the need for further information.

At the end of the assessment process, the Assessor and Verifier will provide the report on your programme to you. Upon your agreement, the assessment report will be sent to the next Quality Award Panel for final review and consideration.

Quality Award Panel review

The Panel for each organisation's application will consist of a minimum of four experienced mentoring/coaching practitioners who have knowledge of the ESQA process.

The Quality Award Panel meets in closed session, and forms consensual decisions by reviewing the assessment report for:

- Validity:* does the evidence presented in the application match the criteria for level?
- Reliability:* is there sufficient evidence in the claim to meet the criteria?
- Currency:* is the evidence up to date?
- Authenticity:* what evidence is there that the claims made in the application can be supported and are true?

Panel decision

The Quality Award Panel will come to one of the following decisions:

- Accept at stated level (including eventual recommendations)
- Accept at stated level with specific condition(s) (to be completed by x deadline)
- Request for more evidence (the assessor will discuss with the organisation)
- Partial resubmission (specific requirements expressed by Panel translated into a percentage of resubmission used to define additional application/assessment fee)
- Unsuccessful – resubmission

Appeal panel

For an unsuccessful application, an organisation has a right of appeal. Once an appeal letter has been received, EMCC will appoint an Appeal Panel, which will consist of 3 people, who have not been involved in the original assessment.

Communication of panel decision

The accreditation manager will write via email to the applicant organisation with the panel decision. All awards by the EMCC are subject to renewal annually (by submission of a report confirming continued compliance together with advice on changes to programme which may attract a 'mini' review) and re-accreditation every 5 years.

Through awarding the ESQA, the EMCC is confirming that the applicant has demonstrated equivalence to ESQA standards for mentoring/coaching supervision training programmes.

6. ESQA application timetable

Deadlines

Applications are accepted on a "rolling basis" and will be considered after the assessment report is submitted during one of four annual Quality Award Panel meetings. You may wish to note that there are two assessment cycles per year (see calendar posted on the EMCC website: www.emccouncil.org/eu/en/accreditation/esqa).

Ongoing review

ESQA organisations will provide a report relating to their programmes when any substantive changes have been made to the content or staffing. You will be advised when this is due and of the appropriate fee for reviewing your revised programme material.

Renewal

To maintain the ESQA, a renewal (re-assessment) will be required every 5 years. Information relating to this is currently in progress and will be provided to you before you will be invited for renewal.

Important notes

Please complete your application using the EQSA application form template, which is sent to you by the accreditation manager after your invoice is paid.

It is hoped that this guide provides you sufficiently clear information in order to clarify what EMCC expects you to present in your application, in which format and how your statements should be supported by the relevant reference(s) to the documentation provided with your application. Applications submitted without specific, easy to locate references and/or incomplete references will be returned for revision (see important note at the end of section 4).

European Supervision Quality Award (ESQA)

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APPENDIX A. EMCC Supervision Competence Framework

Supervision Defined

The definition and competencies proposed are the definition and competence framework developed by the SSG (Stakeholder Group feedback, including representatives from EMCC, ICF, APEC and AC) at The Professional Coaching Bodies roundtable.

The **definition** or meaning of *mentoring/coaching supervision*; is best communicated through two completing definitions:

“It is a conversational process that helps mentors and coaches to manage their own learning and development in order to improve their ongoing practice.”

“[Mentoring and] coaching supervision is the formal process of professional support, which ensures continuing development of the [mentor/]coach and effectiveness of his/her [mentoring/]coaching practices through interactive reflection, interpretative evaluation and sharing of expertise” (Bachkirov, Stevens & Willis, 2005).

EMCC Supervision Competence Framework

1.	<p>Establishing a supervision contract/agreement:</p> <ul style="list-style-type: none">a) Establishes a clear contract for the supervisory relationship considering the boundary of confidentiality and its variation in a supervisory relationship with respect to the supervisor's responsibility to ensure ethical practiceb) Identifies the learning needs of the superviseec) Negotiates a working agreement with supervisee/s including the mentor's/coach's responsibilities and what is appropriate in the supervision relationship and what is notd) Establish 3-way, 4-way and group contracts where relevante) Agrees and plans the flow of the supervisory session and provides the structure to enable the supervisee to work effectivelyf) Establishes appropriate criteria for supervisee and supervision evaluation and sets up opportunities to engage in evaluationg) Abilities to explain what supervision is and how it differs from mentoring and coaching
2.	<p>Managing and maintaining the supervisory process:</p> <ul style="list-style-type: none">a) Monitors and reviews with the supervisee, the relationship between the supervisor and supervisee to ensure there is an effective working allianceb) Ensures that the expectations of the client and the sponsor (where applicable) are understood and agreedc) Monitors the supervisory process and shifts blocks where possible in the learning or the supervisory relationshipd) Reviews and renegotiates the working contract when requirede) Remains aware of the developmental stages through which supervisees and supervisors travel and is able to match supervisory interventions to supervisee levels of developmentf) Encourages supervisee confidence through active support and encouragementg) Recommends further interventions for the supervisee if needed (training, counselling etc.)h) Gives constructive feedback to facilitate supervisee learningi) Deals with issues of transference in the supervisory relationshipj) Writes reports when required (for training or other institutions as agreed in contracting with supervisee)
3.	<p>Facilitating learning to ensure enhanced efficacy in mentoring/coaching practice:</p> <ul style="list-style-type: none">a) Facilitates experiential learning to support the supervisee to develop:<ul style="list-style-type: none">i. insight and awareness – helps supervisees discover how their thoughts, beliefs, perceptions, emotions, etc. impact in their mentoring/coaching practiceii. reflective skillsiii. self-coaching / learning to learn skillsiv. giving and receiving feedback skillsv. realistic self-assessmentvi. emotional intelligenceb) Creates a safe reflective spacec) Has the ability to make assessments of what competence level the supervisee is working from in protection of their clients

	<ul style="list-style-type: none"> d) Encourages creativity, experimentation e) Challenges appropriately f) Introduces new learning models, frameworks, ideas and tools where appropriate for supervisee to consider g) Gives feedback: <ul style="list-style-type: none"> a. has ability to observe and give feedback with fearless compassion and to give feedback in the 'here and now' b. listens to a piece of work and evaluates it against agreed criteria if requested h) Demonstrates advanced communication skills: <ul style="list-style-type: none"> a. has willingness to change the supervisee and help him/her/them work outside their comfort zone by creating a safe environment b. has ability to ask powerful questions that evoke discovery, insight, commitment or action c. listens to what is being said as well as what is not being said i) Is able to work with a multi/meta perspective and take a helicopter view j) Creates a 'shift in the room' in helping the supervisee to practice what they are going to say/do as part of the supervision session including providing immediate support and challenges and encourages the supervisee to be accountable and to take action
4.	<p>Facilitating effective ethical awareness and sensitivity including boundary management to ensure effective and ethical mentoring/coaching practice:</p> <ul style="list-style-type: none"> a) Supports supervisee to explore ethical challenges, boundaries between their work and other professions/disciplines and make ethical decisions b) Operates within the limits of his/her own competence and referring the supervisee on to another professional if his/her competence has the potential to be exceeded c) Builds capacity in the supervisee to reflect on their ethical stance to support their ability to consider ethical dilemmas in the moment during coaching and act appropriately d) Encourages supervisees to be part of a professional body, have indemnity insurance, participate in regular CPD and subscribe to an ethical code e) Ensures quality control and ensures high standards are maintained in the coaching profession f) Increases awareness in the supervisee of the congruence between their actions and their articulated professional practice g) Supports the supervisee to consider systemic/contextual/organisational issues and the impact of these issues on their work and themselves h) Intervenes appropriately where ethical issues (e.g. harm to anyone, misrepresentation) are at stake (whom to contact, when to contact, etc.) i) Has awareness of own culture, gender, sexual orientation, background, assumptions, values, beliefs, mindsets, experiences and prejudices and others areas of individual difference and supports supervisees to consider how these may impact on their work and themselves j) Has awareness of the legal and moral responsibilities of a supervisor
5.	<p>Characteristic behaviours required to effectively perform the above activities:</p> <ul style="list-style-type: none"> a) Models respect, acceptance of difference, openness and curiosity about own internal responses and towards supervisee about what might be happening in the supervisor/supervisee/mentee/coachee relationships b) Builds trust whilst also creating a challenging and developmental learning environment c) Has ability to manage the power and authority role in a responsible non-discriminatory manner d) Is comfortable in establishing and maintaining effective boundaries within the supervisory relationship e) Is open to feedback including what is and is not helpful in the supervision relationship and acts on feedback where appropriate f) Is open to 'not knowing', to taking risks and to be open to getting it wrong as well as getting it right g) Is open to experimentation with new possibilities for own action

6.	<p>Supervision and CPD of their own practice:</p> <ul style="list-style-type: none"> a) Actively reflects on the impact of their values, knowledge, experience and assumptions on themselves as mentor/coach and as supervisor b) Has confidence in working with strong emotions, ability to self-manage and not be overpowered or enmeshed by supervisee's emotions and to offer emotional support c) Has the capacity to manage and contain anxiety d) Has evidence of reflective practise e) Has ability to recognise and work with parallel process, to notice blind spots and behaviour patterns in self and supervisee(s) and to use these observations to enhance the supervisee(s)' mentoring/coaching practice. f) Has ability to work with intuition and 'gut feel'
7.	<p>Working effectively with groups for group supervision:</p> <ul style="list-style-type: none"> a) Has competence in handling group dynamics and ability to facilitate the group's development through awareness of the stages that the supervision group may go through b) Has willingness to notice and name what is happening in the group and explore how that might be impacting on the supervision process, group members and other stakeholders c) Is aware of group process and when and how to intervene appropriately d) Understands group dynamics

APPENDIX B. Assessment Indicators

As part of your application you are requested to complete the following matrix to show the spread of your programme hours. The expectation is that there will be an appropriate level of skills practice relevant to the theory/models knowledge input and with a focus on reflective practice.

Total Study Hours for programme (includes learning and assessment of learning)	Skills practice %age of total	Reflection / review %age of total	Theory / Models %age of total	Plan Process %age of total

Plan process defined

That part of the programme which is used to set up coaching and supervision sessions; tutorial times spent in planning; setting up library access including Internet research rights for use and application of underpinning knowledge related to theory, models etc; setting up relevant software; planning personal development actions related to developing competence in mentoring/coaching.

Benchmark mentoring/coaching supervision practice

As part of your application you are requested to show how many hours of the total hours of supervision practice in your programme that takes place outside of the taught input days. This is expected to be larger than the number of hours provided on the workshop.

Total programme skills practice hours	Skills Practice outside of taught input days (expressed in hours and percentage of total programme skills practice hours)

APPENDIX C. EMCC Code of Ethics

Introduction

The European Mentoring and Coaching Council (EMCC) has been established to promote best practice and ensure that the highest possible standards are maintained in the mentoring/coaching relationship, whatever form that might take, so that the mentoring/coaching environment provides the greatest opportunity for learning and development.

Purpose

This Ethical Code sets out what the clients and sponsors can expect from the mentor/coach in either a mentoring/coaching, training or supervisory relationship and should form the starting point for any contract agreed.

All members of the EMCC accept the principles and aims of the EMCC. We recognise that members may not always maintain these ethical principles. The EMCC have therefore agreed a process by which breaches of the Code by a member can be reported and investigated. This is referred to later in this document.

All EMCC members will make the sponsoring organisation and the individual client aware, at the contracting stage, of the existence of the Code of Ethics.

Terminology

The term "mentoring/coaching" is used to describe all types of coaching or mentoring that may be taking place, both in the work environment and outside. The EMCC recognise that there will be many types of mentoring/coaching taking place and these will need to be defined when more detailed standards are produced.

The term "client" denotes anyone using the services of a mentor/coach. We believe the term "client" is interchangeable with any other term that the parties to the mentoring/coaching relationship might be more comfortable with, such as "colleague", "learner", "partner", "coachee" or "mentee".

It is recognised that there are circumstances where the mentor/coach may have two "clients", the individual being coached/mentored and the organisation who may have commissioned the mentoring/coaching. In this Code we have used the term "sponsor" to differentiate the latter.

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.

The Code

The mentor/coach will acknowledge the dignity of all humanity. They will conduct themselves in a way which respects diversity and promotes equal opportunities.

It is the primary responsibility of the mentor/coach to provide the best possible service to the client and to act in such a way as to cause no harm to any client or sponsor.

The mentor/coach is committed to functioning from a position of dignity, autonomy and personal responsibility.

The EMCC Ethical Code covers the following:

- Competence
- Context
- Boundary Management
- Integrity
- Professionalism

Competence

1) The mentor/coach will:

- a. Ensure that their level of experience and knowledge is sufficient to meet the needs of the client.
- b. Ensure that their capability is sufficient to enable them to operate according to this Code of Ethics and any standards that may subsequently be produced.
- c. Develop and then enhance their level of competence by participating in relevant training and appropriate Continuing Professional Development activities.
- d. Maintain a relationship with a suitably-qualified supervisor, who will regularly assess their competence and support their development. The supervisor will be bound by the requirements of confidentiality referred to in this Code. What constitutes a "suitably-qualified" supervisor is defined in the EMCC's standards document.

Context

2) The mentor/coach will:

- a. Understand and ensure that the mentoring/coaching relationship reflects the context within which the mentoring/coaching is taking place.
- b. Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.
- c. Seek to create an environment in which client, mentor/coach and sponsor are focused on and have the opportunity for learning.

Boundary Management

3. The mentor/coach will:

- a. At all times operate within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced mentor/coach, or support the client in seeking the help of another professional, such as a counsellor, psychotherapist or business/financial advisor.
- b. Be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the mentoring/coaching relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.

Integrity

4. The mentor/coach will:

- a. Maintain throughout the level of confidentiality which is appropriate and is agreed at the start of the relationship.
- b. Disclose information only where explicitly agreed with the client and sponsor (where one exists), unless the mentor/coach believes that there is convincing evidence of serious danger to the client or others if the information is withheld.
- c. Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.

Professionalism

5. The mentor/coach will:

- a. Respond to the client's learning and development needs as defined by the agenda brought to the mentoring/coaching relationship.
- b. Not exploit the client in any manner, including, but not limited to, financial, sexual or those matters within the professional relationship. The mentor/coach will ensure that the duration of the mentoring/coaching contract is only as long as is necessary for the client/sponsor.
- c. Understand that professional responsibilities continue beyond the termination of any mentoring/coaching relationship. These include the following:
 - Maintenance of agreed confidentiality of all information relating to clients and sponsors.
 - Avoidance of any exploitation of the former relationship
 - Provision of any follow-up which has been agreed to
 - Safe and secure maintenance of all related records and data
- d. Demonstrate respect for the variety of different approaches to mentoring/coaching and other individuals in the profession.
- e. Never represent the work and views of others as their own.
- f. Ensure that any claim of professional competence, qualifications or accreditation is clearly and accurately explained to potential clients and that no false or misleading claims are made or implied in any published material.

Breaches of the Code

EMCC members will at all times represent mentoring/coaching in a way which reflects positively on the profession.

Where a client or sponsor believes that a member of the EMCC has acted in a way which is in breach of this Ethical Code, they should first raise the matter and seek resolution with the member concerned. Either party can ask the EMCC to assist in the process of achieving resolution.

If the client or sponsor remains unsatisfied they are entitled to make a formal complaint. Complaints will be dealt with according to the EMCC's 'Complaints and Disciplinary Procedure'. EMCC members will provide a copy of this document upon request. A copy can also be obtained by emailing one's local accreditation

manager (if place of residence is in Germany, the Netherlands, Switzerland or the U.K.), or the EMCC accreditation manager (all other countries):

EMCC-DE: DE.Accreditation-Manager@emccouncil.org

EMCC-NL: info@nobco.nl

EMCC-CH: CH.President@emccouncil.org

EMCC-UK: UK.AccreditationServicesManager@emccouncil.org

All other countries: EMCC.accreditation@emccouncil.org

In the event that a complaint should be made against an EMCC member, that member must co-operate in resolving such a complaint.

EMCC members will confront a colleague when they have reasonable cause to believe they are acting in an unethical manner and, failing resolution, will report that colleague to the EMCC.

APPENDIX D. EMCC Diversity Statement

Our Values

- All individuals should have the opportunity to live autonomous and socially responsible lives
- Respect is given to the individual and common humanity of all people
- Relationships shall be carried out without discrimination on the basis of religion, race, colour, creed, disability, nationality, socio-economic status, gender, age, sexual preference, or any other form of diversity
- Physical, psychological and social violence and oppression are opposed
- Individuals are encouraged to be aware of their relationship to the world around them, and to choose effectively their own responses and be responsible in their behaviour
- These values and subsequent actions are to enhance the well-being of individuals and society

EMCC aims to conduct its activities in ways that reflect the values listed above and the practices listed below. In order to achieve this for EMCC as a body, we also expect our members and member organisations, and any employees, consultants, advisers or suppliers working with us, to likewise conduct their activities in ways that reflect the same values and follow the same practices.

Our Practice

- We avoid knowingly discriminating on any grounds
- We constantly seek to enhance our own awareness of possible areas of discrimination
- We aim to challenge in a supportive way any colleagues, employees, service providers, clients or participants whom we perceive to be using discriminating behaviour
- We monitor our language, both spoken, written and non-verbal, for inadvertent discrimination
- We engage in development activities that are likely to increase our self awareness, especially in relation to diversity

This policy is subject to continuous review in order to maintain its currency.

With acknowledgements to the International Transactional Analysis Association.

APPENDIX E. EMCC Panels and Awards

Once the final report on your submission has been confirmed by you and the assessor/verifier, you can submit your programme for consideration by the Quality Awards Panel.

To do this, the Panel application form (below) is completed and a copy of the final assessment report attached. You do not need to provide any more copies of the submission. On receipt of your Panel application, you will be advised of a Panel date and the names of the Panel members so you can advise us of any potential conflicts of interest.

The Panel's main responsibility is to check for consistency between programmes in order to ensure that Awards are reliably indicating the equivalences of programmes.

Outcomes for the Panel may be a full award, a request for more information or a failure to meet the assessment criteria. If you wish to appeal against the Panel's decision, the EMCC Appeals Procedure is available in Appendix G.

Once an award has been confirmed by the Panel, you will be advised of the outcome and invited to sign the relevant ESQA Agreement (Appendix F).

An Award Certificate will then be issued, with an Award Ceremony also taking place at the next available EMCC conference or event.

EMCC will remain in contact with you in order for you to maintain/retain your ESQA through an ongoing review process as per the table below:

Level	Timescale
ESQA	Every 5 years

Quality Awards Panel Application Form for ESQA

Email completed form to your local accreditation manager (if you reside in Germany, the Netherlands, Switzerland or the UK) or the EMCC accreditation manager (all other countries).

EMCC-DE: DE.Accreditation-Manager@emccouncil.org

EMCC-NL: info@nobco.nl

EMCC-CH: CH.President@emccouncil.org

EMCC-UK: UK.AccreditationServicesManager@emccouncil.org

All other countries: EMCC.accreditation@emccouncil.org

We confirm that we are satisfied that the assessment report for our ESQA application is a true reflection of our programme and that we wish it to be considered by the EMCC's Quality Awards Panel

Name of organisation:
Name of contact:
Email:
Tel:
Any further comments:

APPENDIX F. ESQA Agreement: Conferring and Acceptance of Award

This agreement is made between the European Mentoring & Coaching Council (EMCC) and (Submitting Organisation).

The EMCC has established the European Supervision Quality Award (ESQA) for providers of mentoring/coaching supervision training to link them to recognised professional qualifications within an equivalence framework that is based on recognition of different levels of training and experience. The Submitting Organisation has applied for the award (ESQA), and their training provision has been reviewed to ensure that it is aligned with EMCC and meets the requirements of EMCC standards.

Based on the decision of its assessment panel, EMCC has therefore awarded the ESQA to the Submitting Organisation for their programme entitled:

.....

for a period of 5 years with the commencement date of:

as per the description of the programme submitted together with the ESQA application form on (date):

.....

In accepting the ESQA award, the Submitting Organisation agrees to:

- Maintain/raise the standards of the training programme as it was assessed by the EMCC
- Abide by the EMCC branding policy, including the use of the name of EMCC and ESQA, and to require programme participants and staff to do likewise
- Renew the ESQA in 5 years as from the date of commencement
- Deliver the ESQA programme only under the direct legal responsibility of the Submitting Organisation in any country/place
- Market and brand the ESQA programme - regardless of the country/place/type of promotion - only under the name of the Submitting Organisation, using the title mentioned in the present agreement
- Align the ESQA programme with any ESQA change within 6 months after the ESQA change comes into effect
- Advise EMCC of its intention to renew the ESQA at least 3 months before the renewal date.

In granting the ESQA award, EMCC agrees to:

- Ensure that ESQA has a consistent assessment process applied to all submitting organisations
- Continue operating and publicising the Submitting Organisation's ESQA
- Provide the Submitting Organisation with information about any change to the ESQA at least 3 months before changes come into effect
- Remind the Submitting Organisation of renewal dates at least 6 months prior to the renewal date
- Grant the Submitting Organisation the right to terminate this agreement at any time as long as it abides with the termination clause (see below).

Both parties agree on the following termination clause. In the event that the Submitting Organisation:

will not abide by the agreements outlined in this document

OR

chooses to not renew its ESQA after 5 years

OR

chooses to stop the ESQA agreement before the termination date

all ESQA privileges (e.g. use of ESQA logo) will be forfeited. As a further consequence the organisation will be removed from the EMCC website and all other EMCC documentation as an ESQA Provider.

Signed for EMCC Signature: Name: Gilles Gambade Title: Vice-president Standards Date:	Signed for EMCC Signature: Name: Cara Crisler Title: EMCC Accreditation Manager Date:
First signatory for Submitting Organisation Signature: Name: Title: Date:	Second signatory for Submitting Organisation Signature: Name: Title: Date:

Appendix G. EQA Appeals Procedure

The EMCC has established the European Supervision Quality Award (ESQA) for providers of mentoring/coaching supervision training to link them to recognised professional qualifications within an equivalence framework that is based on recognition of different levels of training and experience.

The ESQA has been designed to be a developmental process. It is anticipated, therefore, that Submitting Organisations will act on feedback given and any conditions set in order to bring their training provision up to the standards required. It is therefore expected that most submissions will be successful with some taking a period of time.

In the event that a Submitting Organisation considers that EMCC has set unacceptable conditions or has failed to recognise evidence of satisfactory performance on the part of the Submitting Organisation, the Submitting Organisation may invoke the ESQA Appeals Process as described below.

- Appeals must be received in writing by EMCC within one month of the decision appealed against being advised to the Submitting Organisation.
- The Written Appeal must state clearly the grounds for the Appeal and must clearly indicate where the evidence is to be found within the original or any updated versions of the Submission.
- The Submitting Organisation will be required to pay an Appeal Fee at the time of submitting the appeal; this fee will be refunded if the Appeal is upheld.
- EMCC will appoint an Appeal Panel comprising three people who meet the criteria for EQA Panel membership but have not been involved in the assessment process for the Submitting Organisation.
- The Appeal Panel will meet within two months of EMCC's receipt of the appeal and will consider all documentation related to the Submission and the Appeal.
- The Appeal Panel meeting will be documented and the result will be referred to the EMCC Council for ratification within one further month.
- The ratified decision will be advised to the Submitting Organisation within one week from the Council ratification. This decision will be final.
- If the final decision upholds the Submitting Organisation's appeal, the submission will be re-instated into the appropriate step of the EQA Overall Procedure and the Appeal Fee will be refunded.
- If the final decision upholds the conditions appealed against, the Submitting Organisation will be required to withdraw from the EQA procedure and to remove any references to it from their publicity.
- When an Appeal fails, the Submitting Organisation may if it wishes submit a new application in due course. This will be treated as quite separate from the previous submission and will be allocated to a different assessor who has no knowledge of the Appeal.

APPENDIX H. Glossary of terms & acronyms

Accreditation	Formal recognition of a learner's achievement when all standards have been accomplished. Recognition leads to the award of a certificate by an awarding body.
Advisor (ESQA)	An advisor is a trained assessor with the EMCC. Their role is to provide support which guides you through your application. It is not their role to provide advice to address any gaps identified in a programme or quality plan.
Assessment (ESQA)	A process of testing a learner's knowledge, ability and understanding against an agreed standard. This process is carried out by a person known as an assessor.
Assessment for training purposes	Assessment describes any processes that appraise an individual's knowledge, understanding, abilities or skills. Assessment is usually diagnostic, formative or summative. A training course is likely to use a combination of different assessment types. Assessment may include: self-, peer- and tutor-assessment; assessment of personal and professional development; marking/grading of work, reports, monitoring of records and logs, observation, discussion and evaluative feedback
Assessment criteria	Descriptions of how the tutor will determine that the learner had demonstrated achievement of the learning outcomes. Assessment criteria set out the detailed expectations in terms of learner performance and should relate clearly to the credit level of the module.
Assessment framework	An approved set of standards for assessment which have been determined by an awarding body. This might also outline what assessment methods must be used.
Assessor - ESQA	An accredited coach who has attended EMCC ESQA training and demonstrated competence in mentoring/coaching supervision training programme assessment. The assessor has the lead role in assessing an applicant's submission for ESQA
Awarding body	An organisation which approves the standards which the learner is aiming to achieve. Learners must be registered with the awarding body. The awarding body will provide the certificate once all standards are accomplished.
Competence Framework	The Competence Framework provides competences and capability indicators for which the applying organisation is expected to demonstrate equivalence at the level for which the application is made.

CPD	Continuing professional development is ongoing learning which maintains and develops an individual's professional practice
Equivalency	Demonstrate how 2 systems are equivalent i.e. similar to each other
EAQA	European Association for Quality Assurance standards for higher education, established as part of the Bologna process
ESQA	European Supervision Quality Award - EMCC quality standard for mentor/coach training programmes
Formative assessment	This refers to assessment which is intended to provide feedback to the learner such that they can improve their work. In practice most formative assessment in higher education also has a summative function, i.e. the marks contribute to the overall grade for the module or course.
Internal moderation	A moderation process carried out by staff of the mentor/coach training organisation
Independent moderation	A moderation process carried out by someone other than a member of staff of mentor/coach training organisation – also referred to as external moderation
Learner	The terminology used in ESQA documentation which refers to a participant on a mentor/coach supervision training programme.
Learning hours	The number of hours that it is expected a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It encompasses the time spent in all learning activities contributing to the course including classroom contact, supervised learning, independent study, work-based learning and completion of assignments and examinations. Although classroom contact time will differ between modules of the same credit size, the number of learning hours will not.
Level descriptor	Statement which describes the characteristics of learning which the learner will encounter at each level. <i>Level descriptors should be seen as a developmental continuum in which preceding levels are necessarily subsumed within those which follow. The level descriptors are therefore a guide to the curriculum designer as to the kinds of demands it is appropriate to make of learners at each of the designated levels.</i>

Moderation of mentor/coach supervision training assessment	<p>A process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently.</p> <p><i>Forms of moderation include:</i></p> <ul style="list-style-type: none"> • <i>sampling</i> • <i>additional marking, for example of borderline pass and fails, or where there is significant difference between the marks of different markers that cannot be resolved without the opinion of another marker</i>
Moderator for EQA/EIA/ESQA process	<p>The EMCC Quality Award Panel conducts the moderation for EQA/EIA/ESQA. All assessment reports submitted to the panel are reviewed for their consistency and quality.</p>
Summative assessment	<p>Summative assessment is assessment which counts towards, or constitutes a final grade for a module or course. It is a form of evaluating and grading the learning.</p>
QAA	<p>Quality Assurance Agency</p>
Quality award panel	<p>The Panel consists of a minimum of 4 experienced mentoring/coaching practitioners who are members of the EMCC. Members of the panel include at least one of each:</p> <ul style="list-style-type: none"> • EMCC Executive Board member • Member of EMCC Standards Committee • Assessor <p>The role of the Panel is to review the recommendations made by Assessors and come to one of the following decisions – accept, request more evidence or reject applications for the Quality Award</p>
Verifier	<p>An accredited coach who has attended EMCC training and demonstrated competence in mentoring/coaching training programme assessment. The verifier supports the assessment process by reviewing the applicant’s submission documents and validating the assessor’s findings and report.</p>