
EIA European Individual Accreditation GUIDE TO APPLYING

(UK Version - June 2010)

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

The term “coach/mentoring” 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 coach/mentoring taking place...

The term “client” denotes anyone using the services of a coach/mentor It is recognised that there are circumstances where the coach/mentor may have two “clients”, the individual being coached and the organisation who may have commissioned the coach/mentoring ... we have used the term “sponsor” to differentiate the latter.

The terms “supervision” and “supervisor” describe the process by which the work of the coach/mentor 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.

INTRODUCTION

Welcome to the EMCC European Individual Accreditation (EIA) Guide. This guide has been written to support you through the process of applying for your EIA in Coaching/Mentoring.

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

The EMCC exists to promote good practice and the expectation of good practice in coaching and mentoring 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 coaches/mentors, coaching organisations, training and education providers, buyers of coaching/mentoring and coach/mentor associations - all of whom share EMCC's vision to promote good practice in coaching/mentoring.

As part of our drive for raising and promoting quality standards in coaching/mentoring, we are now providing an individual accreditation process based on our Coach/Mentor competency framework. The EIA process has been based on research and consultation with our members and the wider coaching community.

What is European Individual Accreditation (EIA)?

The EIA is a Europe-wide recognised award that demonstrates that an individual is practicing as a professional coach/mentor and they have the appropriate level of knowledge and the ability to apply it effectively in their coaching/mentoring practice.

The EIA sets very high standards and is recognised as a quality coach/mentor accreditation in the marketplace. It will raise standards and professionalism in coaching/mentoring 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
- and ensuring a commitment to continuing development.

Who is it for?

The EIA is relevant for anyone involved in coaching/mentoring, whether it's just one part of your role or it's your main function. You can apply for accreditation at the level appropriate to you from Foundation to Master Practitioner. The advantage of the EMCC's accreditation process is that you can join and get accredited early on in your experience as a coach/mentor. As you develop you can gain accreditation at higher levels reflecting your growing ability and experience.

The benefits of EIA

Having an EIA award distinguishes you as a professional coach/mentor, with sound underpinning knowledge and the ability to demonstrate ability against demanding and rigorous standards. Specifically it:

- provides users/buyers of coaching/mentoring services greater certainty of your competence and ability
- raises your personal credibility and professional standing
- demonstrates you are continually developing and always improving your coaching/mentoring ability
- raises the credibility and standards of our profession
- is more than a qualification - it recognises that you are able to apply good practice in coaching/mentoring
- and provides a framework for your personal development.

It is recognised that achieving the EIA 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.

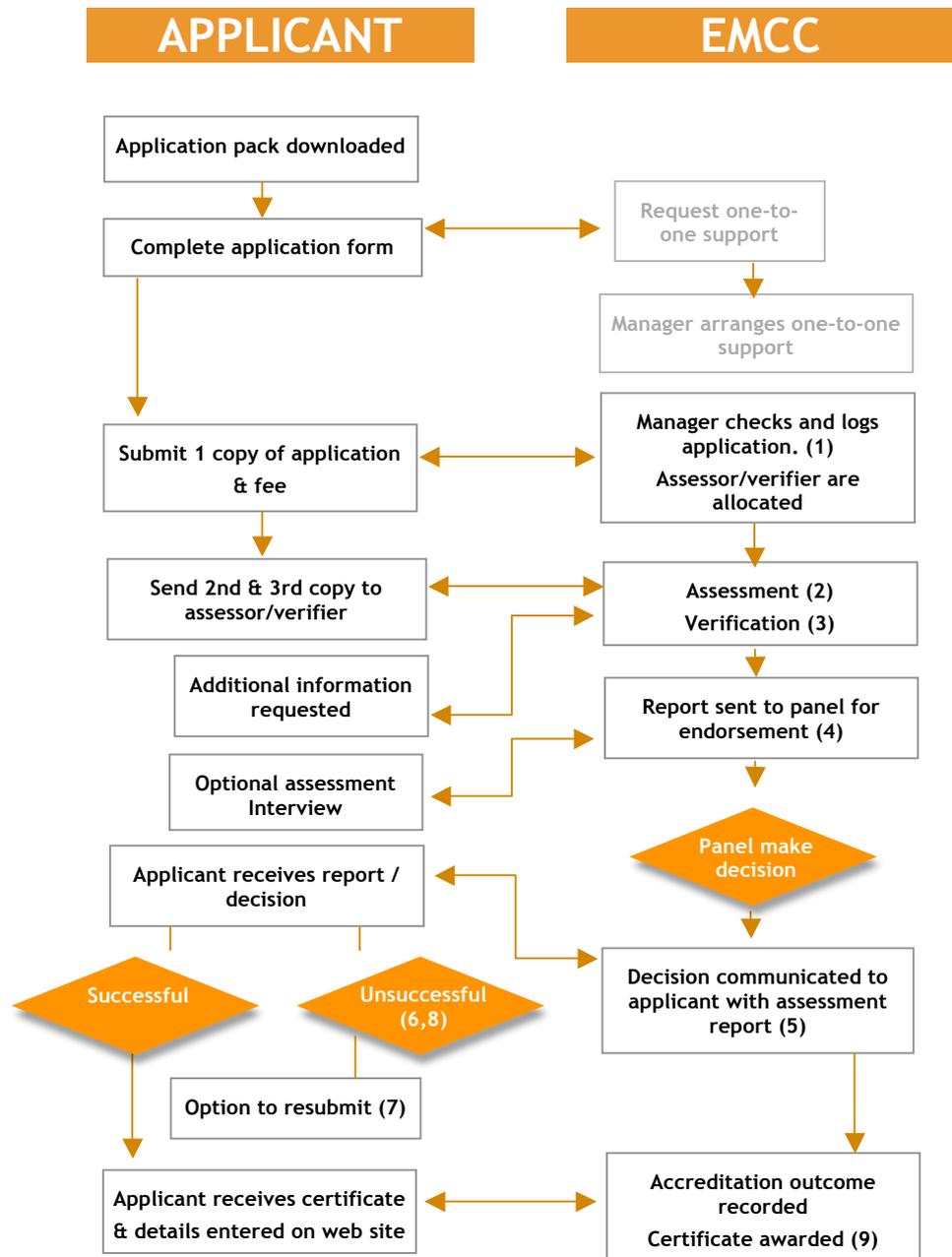
What next?

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

You will need to submit your application to the EMCC affiliate country in which you reside.

2. THE EIA PROCESS

The process is outlined below and provides a step by step view of your journey to accreditation. You can work in a flexible way, fitting the work of your application around other commitments. We will publish deadlines throughout the year, when completed applications received will be put forward for assessment, so you will be able to structure your work in line with these. Once applications go forward for assessment, the process is likely to take three months until you hear the final decision. Applicants have found that, depending on their circumstances, completing their application can take anywhere between two to nine months.



Notes:

1. Acknowledgement will be sent on receipt of application and fee:
 - application checked for completeness
 - requests may be made for missing information
 - and details of delivery to Assessor and Verifier provided.
2. Assessment is completed ensuring defined criteria have been demonstrated and appropriate evidence provided. Additional information/evidence may be requested.
3. Verification checks the quality of assessment.
4. The endorsement process ensures consistency between assessment and verifications. The panel meets every four months. In some cases you may be invited to attend an additional assessment interview 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 Individual Accreditation certificate at the level achieved. At this stage, if you wish to have your details entered on the list of Accredited coaches/mentors held on our dedicated website www.emccaccreditation.org, you may send a short biography and a good quality photograph to the EIA Manager at uk.eia@emccouncil.org.

EMCC Assessment

All our assessors are qualified coach/mentors, with considerable experience in both coach/mentoring and assessing. They have an excellent working knowledge of the EIA criteria and in particular the Competence Framework. They all hold the EIA at or above the level at which they assess.

In order to maintain the integrity of the EMCC EIA 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 you have referred to.

Confidentiality

We recognise that in applying for EIA you may provide us with sensitive information. We guarantee that your application and its content remains confidential and is only reviewed by individuals involved with the EIA 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. 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, please refer to our appeals/complaints procedure, which can be obtained by contacting:

EIA Manager - EMCC UK
uk.eia@emccouncil.org

3. EIA ASSESSMENT CRITERIA

A summary of the assessment criteria is shown below for each of the four levels. In the next section of this guide you will find more detailed guidance on these criteria and how to present evidence of them.

Levels of Coach/Mentor Accreditation	Foundation	Practitioner	Senior Practitioner	Master Practitioner
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PRACTICE (the minimum requirements shown below)

COMPLETED PRACTICE				
Length of experience	1 year (from start of coach/mentor experience)	3 years (from start of coach/mentor experience)	5 years (from start of coach/mentor experience)	7 years (from start of coach/mentor experience)
Number client contact hours	50 hours	100 hours	250 hours	500 hours
Number of clients	5 clients	10 clients	20 clients	40 clients
ONGOING PRACTICE				
Learning log	5 items within last 12 months	5 items within last 12 months	5 items within last 12 months	5 items within last 12 months
Client feedback	5 within last 12 months	5 within last 12 months	5 within last 12 months	5 within last 12 months
Adhere to code of ethics & diversity policy	Required	Required	Required	Required

PROFESSIONAL DEVELOPMENT

Application of CPD	16 hours per year	16 hours per year	32 hours per year	48 hours per year
Application of ‘Coach Mentor Supervision’	1 hr / per quarter	1 hr / quarter	1 hr / 35 hrs practice (min quarterly)	1 hr / 35 hrs practice (min quarterly)
Contribution to the profession	Membership of a professional body	Membership of a professional body	Membership of a professional body	Membership of a professional body and Contributes to development of coach/mentoring field

QUALIFICATION/COMPETENCE

Evidence of competence described in competence framework	EQA training/APEL programme at this level or Submission of evidence	EQA training/APEL programme at this level or Submission of evidence	EQA training/APEL programme at this level or Submission of evidence	EQA training/APEL programme at this level or Submission of evidence
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4. COMPLETING THE APPLICATION FORM

You should complete your application as requested with all supporting materials. This helps to maintain consistency across the assessment process. If your application is incomplete or does not follow the format requested, it cannot go forward for assessment.

It is your responsibility to provide evidence in a way that clearly demonstrates how the defined criteria have been met.

Please ensure you have stated the level of accreditation you are applying for on the front page. To help you decide which is the appropriate level you can self assess by using the clearly defined criteria (section 3) and the EMCC Competence Framework.

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

4.1 Support Available

One-to-One Personal Support

You can request one-to-one personal support from an advisor who is a trained EIA assessor. This support can be used to work with your own specific needs, which may range from help with identifying what level to apply for, 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.

You can work with an advisor for as long as you need and at a time and place suitable to you both.

If you would like this support, or to find out more about it, please contact; EMCC UK EIA Manager at uk.eia@emccouncil.org

Once you have decided how much time you would like, you will be asked to make your payment and then your advisor will contact you to make arrangements. Please note that this advisor will not be involved in the assessment of your application.

One-to-one personal support had been agreed at £100 per hour + VAT.

4.2 Personal

Other memberships

Examples include CIPD, ICF, AC, BPS, BACP. (See Glossary p.23)

What topics do you typically coach on?

Examples include life changes, career moves, mergers and acquisitions, people management.

Describe the range of clients you typically see to help assessors understand the type of people, roles and sectors you work with?

Examples include Directors, retail managers, public sector, health care, voluntary bodies, community based organisations.

Personal Statement

This section helps us get to know you and understand your thinking and approach to coaching/mentoring. It is an introduction to your application and sets the context for you as a person and your approach to your coaching/mentoring. You are asked to give a personal statement that covers the following questions (about 2000 words is given as a guideline):

- What motivates you to be a coach/mentor?
- What is your vision of coaching/mentoring, your philosophy?
- What theoretical underpinning principles shape your practice/model (you may like to include your own model/the model you use)
- How has your practice evolved and developed?

Current Curriculum Vitae

Please include a copy of your current CV.

4.3

PRACTICE - Completed practice

Length of experience

The evidence you provide should indicate that you were engaging in one-to-one coaching/mentoring at or before the minimum time for the level you are applying for. Suitable evidence includes client invoice, coaching/mentoring contract, client feedback/reference. It should identify you as the coach/mentor and the date that the coaching took place.

Client contact hours and number of clients

You need to demonstrate at least the minimum number of hours required for the level you are applying for, using the layout in the application form. The log captures information on dates of coaching/mentoring, client initials, organisation type or name, client role, hours coached/mentored 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 coaching/mentoring activity rather than group facilitation/training or role-played coaching/mentoring sessions on a training event (121 sessions which follow a training event are admissible though Coach Supervision work is not admissible)
- you may wish to show other coaching/mentoring activities you are involved in, in addition to your hours (for example, group coaching/mentoring, coaching/mentoring within part of a training programme) and please show this separately from the client contact form
- and include the total number of clients and the total number of hours.

Please use the format shown in the application form.

PRACTICE - Ongoing practice

Learning Log - learning and application from reflecting on your client work

Please provide evidence of at least five reflections/learnings over the last 12 months, using the template in the application form.

This log should demonstrate how you reflect on your work with clients: 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?

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.

Describing in general and non-specific terms how you have applied your learning will not be satisfactory evidence.

Describing your future intention to apply your learning will not be satisfactory evidence.

Clearly reference each learning point to the relevant section of the Competence Framework and the Capability Indicators (CIs) see example below. Your competence is NOT being directly assessed here, but it is useful for the assessor to see the range/areas of the framework that you are reflecting on. It also reinforces your own understanding and familiarity with the framework.

Advice on Level of reflection and learning

Depending on the level at which you are practicing, we expect a differing level of reflection, learning and application. To help guide you to complete your reflective logs (Learning log, Client Feedback, Continuous Professional Development and Supervision) at the depth appropriate to the level you are applying for, we have summarised our expectations below.

ALL LEVELS

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.

FOUNDATION

You demonstrate application of learning to everyday, routine activities

PRACTITIONER

You demonstrate application of learning to everyday, routine activities and show greater understanding of underpinning knowledge.

SENIOR PRACTITIONER

You demonstrate learning and are able to analyse and synthesise your understanding making comparisons between theoretical frameworks and application in relation to your own model of practice.

MASTER PRACTITIONER

You demonstrate learning and are able to analyse and synthesise your understanding 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.

GOOD EXAMPLE:

The example below shows a clear reflection on specific examples of client work, a desire to make sense of what happened and importantly, evidence of how this has been subsequently applied to practice. The level of learning shown here is likely to meet the Practitioner criteria.

Date	Event/Activity	Reflection on learning	Application to practice	Competence and CI
October 2009	121 coaching session	<i>Working with a client I found myself feeling quite judgemental about their behaviour and underlying beliefs, Whilst my feelings were kept hidden from the client, my thoughts were very distracting and prevented me from listening with real depth. There is also the risk that my own feelings could have an impact on the client.</i>	<i>When faced with a similar situation I was able to recognise earlier on what was happening for me internally, and then I used strategies to step away from my distracting thoughts and to focus objectively on helping the client explore their behaviour and beliefs. Whilst it is perhaps likely I will always experience judgemental feelings/thoughts I now have greater confidence of a raised awareness and ability to manage these internal experiences.</i>	<i>Understanding self CIs: 1, 35, 74 Building the relationship CIs: 10</i>

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	Event/Activity	Reflection on learning	Application to practice	Competence and CI
October 2009	121 coaching session	<i>Sometimes when working with a client I find myself feeling quite judgemental about their behaviour and underlying beliefs. Whilst my feelings are kept hidden from my clients, my thoughts tend to be very distracting.</i>	<i>Whilst it is perhaps likely I will always experience judgemental feelings/thoughts, I am now able to recognise that I need to tackle this.</i>	<i>Understanding self CIs: 1, 35, 74 Building the relationship CIs: 10</i>

Client feedback

You need to provide a minimum of five examples of client feedback from client coaching/mentoring work completed within the last 12 months.

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

- the duration/dates of the coaching/mentoring
- client initials, role/title, organisation
- specific benefit to the client (and organisation if applicable)
- and feedback on the effectiveness of your coaching/mentoring skills.

Your feedback should be from the person you coached/mentored rather than the organisation / line manager. However, you may wish to include additional testimonials from other key stakeholders (such as a clients line managers or HR department). Whilst this is not a requirement it may support your application and add depth to the picture you present of feedback.

Client Feedback Log:

Please show how you have reflected on and applied the client feedback you have received. This can be the feedback included in your submission or other client feedback

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.

Describing in general and non-specific terms how you have applied your learning will not be satisfactory evidence.

Describing your future intention to apply your learning will not be satisfactory evidence.

(Please refer back to advice on level of reflection and learning in the Learning Log section, p.11.)

GOOD EXAMPLE:

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

Date	Client Name	Reflection on learning	Application to practice	Competence and CI
Sept - Nov 2009	AB, CD, EF	<p><i>My evaluation forms from these clients show my lowest rated score was on how I reviewed action points from previous sessions. (7/10 on all three forms)</i></p> <p><i>On reflecting, I believe that I have avoided focusing on previous agreed actions because I felt I had less knowledge and experience and I was doubting my ability to manage the process</i></p> <p><i>The consequence of this was that I didn't challenge clients commitment and motivation to their goals and actions.</i></p>	<p><i>With a subsequent similar client, I noticed several occasions where actions agreed, relating to one of their coaching goals, was not followed through. Rather than ignoring this I offered my observation of this and encouraged the client to talk about what this may mean. It enabled the client to explore some values and beliefs linked to that goal, which were impacting on their motivation towards it.</i></p> <p><i>With subsequent clients I now ensure enough time is spent on establishing real commitment and motivation to goals. I need to tackle this.</i></p>	<p><i>Outcome & action orientation</i></p> <p><i>CIs: 22, 27, 65</i></p>

POOR EXAMPLE:

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

Date	Client Name	Reflection on learning	Application to practice	Competence and CI
Sept - Nov 2009	AB, CD, EF	<i>My evaluation forms from these clients show my lowest rated score was on how I reviewed action points from previous sessions. (7/10 on all three forms)</i>	<i>I now ensure enough time is spent on reviewing previous action at the beginning of each session</i>	<i>Outcome & action orientation CIs: 22, 27, 65</i>

Code of Ethics and Diversity

Please describe how you actively apply the code of ethics and diversity statement in your practice. (Between 300 - 600 words)

Additional evidence that supports this may include a contract stating that you abide by the code and diversity statement and where clients can get a copy.

Please ensure you also sign the declaration at the end of the application form.

4.4 PROFESSIONAL DEVELOPMENT

Continuous Professional Development - learning and application from planned development activity

Please provide evidence for the last 12 months, of at least the minimum number of CPD hours required for the level for which you are applying, using the template in the application form.

This section should demonstrate how you have planned and managed your professional development. You should be able to show your reflections on learning from planned development activity and how you have then applied them to your practice. Remember to highlight which specific section of the Competence Framework and Capability Indicators (CIs) this learning relates to. (Your competence is NOT being directly assessed here, but it is useful for the assessor to see the range/areas of the framework that you are reflecting on. It also reinforces your own understanding and familiarity with the framework.)

Please include a range of learning methods such as conferences, seminars, workshops, reading and presentations. Include evidence where appropriate such as certificates of attendance.

Please include the total number of hours for the last 12 months.

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.

Describing in general and non-specific terms how you have applied your learning will not be satisfactory evidence.

Describing your future intention to apply your learning will not be satisfactory evidence.

(Please refer back to advice on reflection and learning in the Learning Log section, p.11.)

GOOD EXAMPLE:

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

Date	Hours	Event/Activity	Reflection on learning	Application to practice	Competence and CI
14.2.10	4	Diversity workshop (see certificate of attendance, appendix 8)	Realised my ignorance of different cultural norms was preventing me from acknowledging and working with difference in my coaching practice. I was ignoring differences for fear of offending my clients.	Now talk openly with clients where appropriate about impact of differences. Recently I worked with a female Sikh client and felt confident to explore the effect of family expectations on her career. I am now more open to ask questions and to recognise that I am still learning	Understanding self CIs: 2, 35

POOR EXAMPLE:

This evidence does not indicate learning or application

Date	Hours	Event/Activity	Reflection on learning	Application to practice	Competence and CI
14.2.10	4	Diversity workshop	Found the workshop very interesting and informative	Will be mindful of this in my practice	Understanding self CIs: 2, 35

Coach/Mentor Supervision - learning and application from structured supervision sessions

Please provide evidence of at least the minimum number of coach/mentor supervision hours for the last 12 months required for the level for which you are applying, using the template in the application form.

This log should include the issues you have taken to supervision, the learning that has come from your reflections and how you have applied this to your practice. Remember to highlight which specific section of the Competence Framework/Capability Indicators this learning relates to as well as the type of supervision such as 121, group, peer. (Your competence is NOT being directly assessed here, but it is useful for the assessor to see the range/areas of the framework that you are reflecting on. It also reinforces your own understanding and familiarity with the framework.)

Your Supervisor should be suitably qualified and/or experienced (Please describe your supervisors qualifications and/or experience). Supervision sessions can include one to one, group supervision and peer supervision.

Your supervisor should sign your log as a true reflection of your sessions. If you have more than one supervisor, please complete a log for each.

Please show the total number of supervision hours as a ratio to hours coached/mentored in the last year

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.

Describing in general and non-specific terms how you have applied your learning will not be satisfactory evidence.

Describing your future intention to apply your learning will not be satisfactory evidence.

(Please refer back to advice on reflection and learning in the Learning Log section, p.11.)

GOOD EXAMPLE:

Date & type	Hours	Type	Reflection on learning	Application to practice	Competence and CI
15.2.10	1	Group	<i>Learnt that I hadn't been challenging a client who I dislike. I'd been avoiding possible conflict with him. I was feeling ineffective and our sessions seemed very superficial and lacking impact.</i>	<i>At our next session I shared my thoughts about his commitment to the sessions. For the first time he really opened up about his frustrations at work and at being 'sent' for coaching.</i>	<i>Enabling insight and learning CIs: 20,39</i>

POOR EXAMPLE:

Date & type	Hours	Type	Reflection on learning	Application to practice	Competence and CI
15.2.10	1	Group	<i>I didn't like the client much and so I wasn't very challenging of them.</i>	<i>I decided to be more challenging with him - it seemed to help.</i>	<i>Enabling insight and learning CIs: 20,39</i>

4.5 CONTRIBUTION TO THE PROFESSION

Membership of professional body

Please describe which professional coaching/mentoring body you belong to and describe your activity/involvement within that body.

Master Practitioner Only

We are looking for evidence of sustained and significant activities that contribute to promote and develop the coach/mentor profession. Detail of any activities should demonstrate evidence of your personal contribution.

You will need to describe what you specifically do/did and to also define how your activities 'make or made a contribution to the development of the coaching/mentoring field' - development being the critical factor for assessment purposes. Please write in the first person, describing your personal contribution.

Activities that could qualify include:

- work on behalf of EMCC or any related coach/mentor bodies
- input to practice groups (this needs to be leading workshops, demonstrations, running the group, not just participation)
- research activity
- lectures, articles, publications
- and promotion of the profession (needs to be clearly differentiated from commercial marketing).

The number of different activities is less important than the degree of contribution. For example if you were a member of an EMCC committee and your personal actions made a significant contribution to the development of the coaching/mentoring field within that single activity, that could be sufficient. Please attach relevant additional information in your appendices and clearly cross-reference.

4.6 QUALIFICATION/COMPETENCE

You will need to submit evidence of competence at the level for which you are applying, as outlined in the EMCC Competence Framework.

If you have successfully completed a coach/mentor training programme or APEL (see glossary p.23) programme with an EQA award at the level you are applying for, then you are exempt from this section. Completing your training programme indicates the level of your competence.

You will only need to provide evidence of your qualification/APEL. This may be in the form of a certificate or a letter on headed paper from the award provider and should indicate:

- programme title
- date of the programme
- your name as a successful student
- and confirmation that the programme has the EMCC EQA (European Quality Award) and the level and date of the award.

If you are applying for accreditation at a higher level than your EQA qualification, you will need to complete this section providing evidence of competence for the Capability Indicators indicated at the higher level, i.e. the gap between your qualification level and application level.

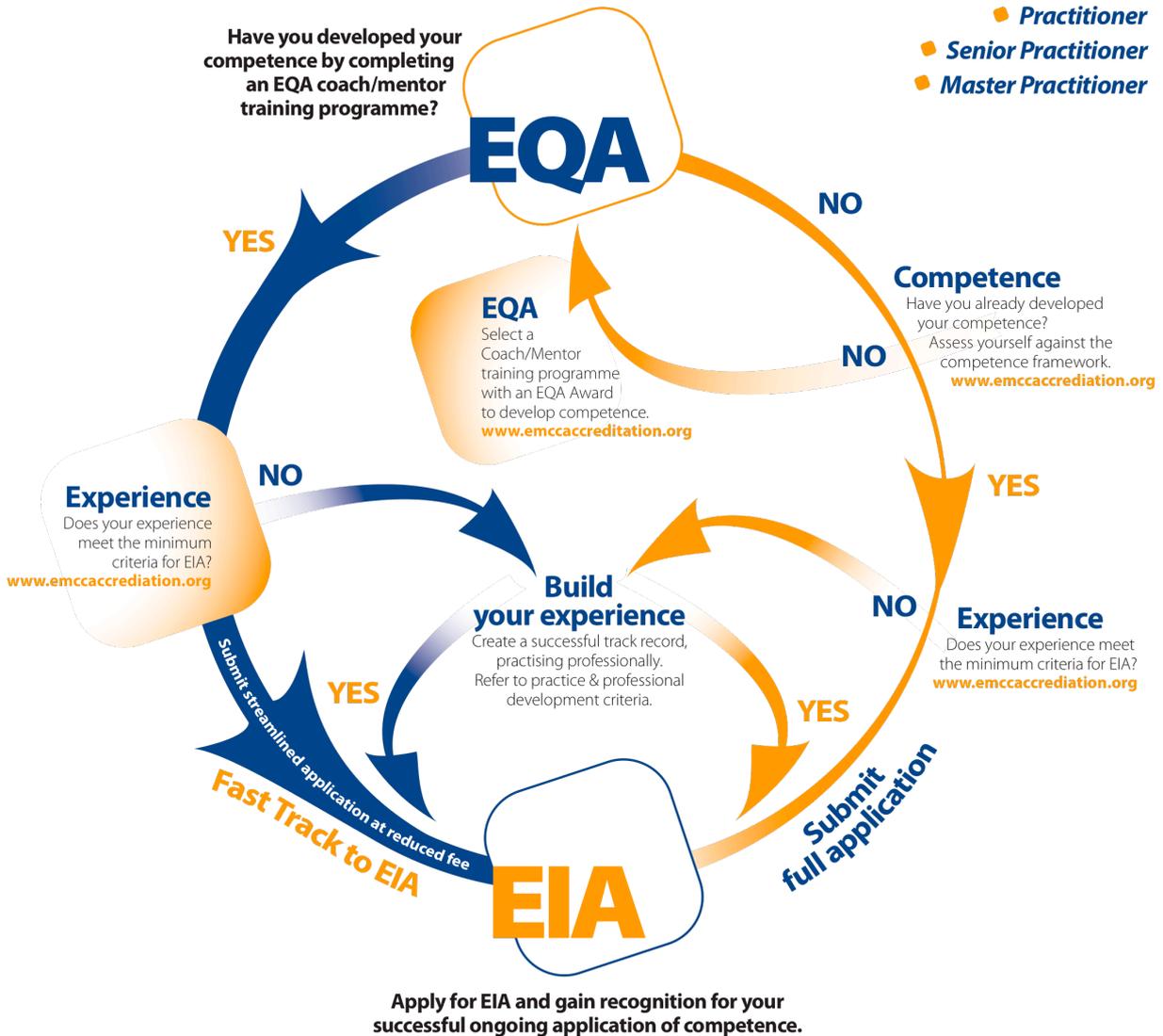
(N.B. If you completed a training programme in the 12 months prior to the same programme being awarded an EQA, then this is admissible as evidence of competence. This is based on the premise that this programme was the assessed programme on which the European Quality Award was based. You should provide documentary evidence from your training provider that the programme you completed was the programme assessed for the EQA award)

The diagram below highlights how Training programmes with an EQA link into the EIA process.

The Coach/Mentor Accreditation Guide

Recognition for successful ongoing application of competence

- **Foundation**
- **Practitioner**
- **Senior Practitioner**
- **Master Practitioner**



GUIDELINES FOR SUBMITTING EVIDENCE OF COMPETENCE

The following guidelines and principles are provided to help you plan and structure your submission of evidence if required.

If you have not completed a training programme with an EQA award, then you MUST complete this section submitting evidence of your competence. (Section 4, page 11 of the application form)

How do you use the EMCC Competence Framework?

Please refer to the EMCC Competence Framework to ensure that you provide full evidence of your competence against them.

The competencies are incremental, so it is expected that a coach/mentor at any level meets all of the Competence Framework at the previous levels. For example, a coach/mentor applying for Senior Practitioner level should demonstrate all the Capability Indicators at Foundation and Practitioner level as well as Senior Practitioner level. Please ensure you provide evidence of all the preceding Capability Indicators up to and including the level you are applying for. You may find it helpful to consider and describe how you have developed your knowledge and application over time.

For each area of competence there is a list of Capability Indicators (CIs) for which you need to provide evidence. It is likely that in your practice you will be able to demonstrate all or the majority of the Capability Indicators at the level you are applying for and where Capability Indicators are not relevant to your coach/mentor practice you should explain why.

What sort of information is required?

For each section of the Competence Framework you are asked to provide evidence of both what you know of the competence area and each capability indicator and how you have applied it to your coach/mentor practice.

1. What you know

Whilst you may wish to include the source of your knowledge (courses, books etc) what we are looking for is a **summary of your understanding/knowledge** of the area of competence/Capability Indicator, at the level you are applying for.

2. How you have applied it to your coach/mentor practice

Here you should provide **specific examples** of how you have applied your understanding. The aim is to show the assessor exactly how you work with your client.

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

Where areas of the Competence Framework and Capability Indicators have not been demonstrated in your case study material, please ensure you provide this evidence in the application form, section 4. The following example demonstrates this showing a small section from the ‘Building the Relationship’ competence, from a fictitious application.

GOOD EXAMPLE:

This example from the application form provides a good summary of the applicants understanding of ‘building the relationship’ at Practitioner level, as well as a real life example of how understanding has been applied.

<h4>4. BUILDING THE RELATIONSHIP</h4> <p>Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes</p>	<p>CI NO</p>
<p>What you know:</p> <p><i>At a psychological level we are often more comfortable with people who are more like us or who have some common ground with us. Being with people who respond to us in a way we expect and understand (e.g. similar to our own way of responding and communicating) makes our relationships more effective in terms of communication and understanding.</i></p> <p><i>NLP contributes much to my understanding of style and language, from basic principles of mirror, match and pace, to more complex ideas of representational systems (Verbal, Auditory, Kinesthetic) and modes of thinking and processing (big chunk vs. little chunk; moving towards vs. moving away from)</i></p> <p><i>Reading has included:</i></p> <ul style="list-style-type: none"> •NLP at Work Sue Knight <p><i>Jungs work helps to explain personality traits and how they impact on communication style and language. The MBTI derived from his work captures four dimensions that help us understand ours and others preferences in terms of how we see the world, how we get our information, how we make decisions and how we organise ourselves.</i></p> <p><i>Social Styles also based on Jungs work defines 4 styles based on two dimensions, assertive vs. cautious and task focus vs. people focus. (Expressive, Steady, Direct, Precise)</i></p>	<p>12 13 51</p>
<p>How you have applied it to your coach/mentor practice</p> <p><i>Early on in my coaching work I focused on the use of language used by the client and worked on reflecting this back.</i></p> <p><i>As I have developed I have become aware of a greater complexity in style and now work with an awareness of my own style (ENTJ) as well as language and consider how this fits with the clients style and how I can create more rapport and trust with the client. For example, I worked with a client last year, whose style was very considered, controlled, slow, un-emotive (Precise Social Style) he was the direct opposite to my style (Expressive). Before going into sessions with him, I would practice breathing slowly and deeply and move my state closer to him. I never tried to mimic him, but just be a little more like him. Taking my time to consider more, speak more slowly and maintain a calmness, really helped to create a good working relationship. In reflecting on this I believe the impact of my change in approach contributed to the high levels of rapport established between us.</i></p>	<p>12 13 51</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.

4. BUILDING THE RELATIONSHIP	CI NO
Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes	
What you know: <i>MBTI course</i> <i>Reading has included:</i> <i>NLP at Work Sue Knight</i> <i>Selection of Jungs writing</i> <i>Styles of Communication: 3 day programme, Acme Training Academy</i>	12 13 51
How you have applied it to your coach/mentor practice <i>I work with an awareness of my own style and consider how this fits with the clients style and how I can create more rapport and trust with the client.</i>	12 13 51

REFERENCING EVIDENCE

Where you wish to refer to other sections of your application (e.g. Learning log/supervision 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 and Capability Indicator.

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.

7. USE OF MODELS AND TECHNIQUES	CI NO
Apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning	
What you know: <i>Ref Case Study 1. APPENDIX 6, Page 2, Lines 13-27</i> <i>Ref Case Study 1. APPENDIX 6, Page 2, Lines 34 - 49</i>	68, 69, 70 93, 94
How you have applied it to your coach/mentor practice <i>Ref Case Study 1, APPENDIX 6, Page 2, Lines 28-33</i> <i>Ref Case Study 1. APPENDIX 6, Page 3, Lines 1-23</i>	68, 69, 70 93, 94

It is important that you review your case study material and ensure that all the Competence Framework and Capability Indicators have been covered either directly or through a cross reference. If you identify any gaps at the level being applied for, provide additional evidence as appropriate. If there is a clear reason why a Capability Indicator is not applicable to your practice, please ensure you have stated why on the application form.

4.7 LEARNING

In line with good practice we would be interested to hear about your reflections and learning from completing your application.

You may write this in any style, and we would like to hear about:

- your reflections on completing this application
- how this has contributed to your development and practice as a coach/mentor
- what do you think we should change in this application process
- and what other support would have been useful in making this application.

This should be no more than 1000 words.

5. ADMINISTRATION

Your application should be presented in a bound file and consist of a completed application form with all supporting material. You should also enclose an electronic copy of your completed application form, either on a CD-Rom or memory stick. Remember you can normally only apply to the country in which you reside.

Once your application is ready to be submitted you should follow these three steps:

Step 1

Submit the on line 'Intention to submit' form to let us know you intend to submit your application, this means that we can match your submission to your payment. (www.emccaccreditation.org/eia)

Step 2

Post your completed application to:

EIA Manager (EMCC UK)
Please contact uk.eia@emccouncil.org for postal address.

We recommend you send your application by recorded/signed for delivery, so it can be tracked if need be.
You should also keep your own copy of the application as your applications will not be returned.

Step 3

Make your payment using one of the following options:

BACS

Payment can be made via BACS by following the guidelines at www.emccaccreditation.org

Credit/Debit Card

Payment can be made via credit/debit card on line by following the guidelines at www.emccaccreditation.org

Cheque

All cheques should be made payable to; EMCC UK and sent along with your application to the address above;

Please write your name, level applying for and contact telephone number on the back.

Remember that your application will not be processed until payment has been received.

Once your application and payment are received you will receive an email confirmation. Your application will then be checked for completeness. (If your application is incomplete/incorrectly completed you will be asked to resubmit and in some cases your resubmission may incur additional costs.)

You will then be asked to send one further hard copy and electronic copy of your application to the allocated assessor and one to the verifier, again by recorded delivery.

Once your application has been assessed, your assessor/verifier may request small amounts of additional information to support your application.

When the assessment of your application is complete, your application along with the recommendation of your assessor and verifier, will go to panel for endorsement.

If your application is not successful but meets over 50% 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.

If your application meets less than 50% of the criteria, then you will not have been successful on this occasion.

You can usually expect to hear the decision on your application for EIA, three months from the submission deadline date.

6. FEES

Fees reflect the quality and robustness of the assessment process as well as the volume and complexity of evidence submitted.

Accreditation Fees

	Foundation	Practitioner	Senior Practitioner	Master Practitioner
With EQA certificate	£950	£950	£950	£1200
Submitting evidence of competence (No EQA cert)	£1100	£1250	£1350	£1700
Upgrading to a higher level	n/a	£1100	£1100	£1400

(Fees shown exclude VAT)

For non-members there is an additional fee of £250 + VAT to be paid at the time of submission.

Period Valid

Your accreditation is valid for 5 years whilst your membership is current.

If you are not a member there is an annual fee of £100 + VAT to maintain your accreditation and details on the EMCC register of accredited coaches.

7. CHECKLIST

Use the following checklist to ensure your application is complete.

1	Completed application form	<input type="checkbox"/>
2	Have you provided evidence of the minimum standards for the level you are applying at	<input type="checkbox"/>
3	Electronic copy of completed Application form in MS Word, on a CD-Rom or memory stick	<input type="checkbox"/>
4	Supporting documentation enclosed and clearly cross referenced	<input type="checkbox"/>
5	Client references enclosed and clearly cross referenced	<input type="checkbox"/>
6	Declaration at the end of the application form signed	<input type="checkbox"/>
7	Own copy of application and supporting materials kept	<input type="checkbox"/>
8	Two additional copies prepared, hard copy and electronic copy	<input type="checkbox"/>
9	Made your payment following the guidelines provided	<input type="checkbox"/>

8. GLOSSARY

AC	Association for Coaching
APEL	Assessment of Prior Experience and Learning
BACP	British Association of Counsellors and Psychotherapists
BPS	British Psychological Society
CIPD	Chartered Institute Of Personnel and Development
ICF	International Coach Federation

APPENDIX 1

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 discriminatory behaviour
- We monitor our language, both spoken, written and non-verbal, for inadvertent discrimination
- We engage in developmental activities that are likely to increase our self awareness, especially in relation to diversity

This policy is subject to continual review in order to maintain its currency.
With acknowledgements to the International Transactional Association Analysis.

APPENDIX 2

EMCC Code of Ethics

Introduction

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

The EMCC Code of Ethics covers the following:

- **Competence**
- **Context**
- **Boundary Management**
- **Integrity**
- **Professionalism**

1. Competence

The coach/mentor 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.

2. Context

The coach/mentor will:

- a) Understand and ensure that the coach/mentoring relationship reflects the context within which the coach/mentoring 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, coach/mentor and sponsor are focused on and have the opportunity for learning.

3. Boundary Management

The coach/mentor 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 coach/mentor, 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 coach/mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.

4. Integrity

The coach/mentor 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 coach/mentor 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.

5. Professionalism

The coach/mentor will:

- a) Respond to the client's learning and development needs as defined by the agenda brought to the coach/mentoring relationship.
- b) Not exploit the client in any manner, including, but not limited to, financial, sexual or those matters within the professional relationship. The coach/mentor will ensure that the duration of the coach/mentoring contract is only as long as is necessary for the client/sponsor.
- c) Understand that professional responsibilities continue beyond the termination of any coach/mentoring 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
 - Safe and secure maintenance of all related records and data
- d) Demonstrate respect for the variety of different approaches to coaching and mentoring and other individuals in the profession.
- e) Never represent as their own the work and views of others.
- 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.