



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

[www.IMImediation.org](http://www.IMImediation.org)

## UK Mediation Ltd

*IMI Certified Mediator Training Program*

### The Organisation

Legal name	UK Mediation Ltd
Contact details	UK Mediation Ltd Unit 4H, Goods Wharf Goods Road Belper Derbyshire DE56 1UU UK
Website	<a href="https://ukmediation.net/mediation-training/impc/">https://ukmediation.net/mediation-training/impc/</a>
Person completing application	Dr. Mike Talbot, Founder & CEO.

### Registration

*If there is a requirement within a jurisdiction that a training course should be registered, then it should be complied with by the training provider, and the training course should be registered.*

Year formed, and under laws of what country/ies	United Kingdom, 1999
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<b>Training course registered in accordance with jurisdiction requirements</b>	Not required
<b>Locations and Languages</b>	<p>Delivered all over the world by trainers based in the UK. Delivered in English, sometimes with interpreters. Countries where we have delivered, and would expect to deliver again, include: Austria, Belgium, Gibraltar, Ireland, Jordan, Malta, St. Helena, and Sweden.</p> <p>Quality standards are closely monitored from the UK by our external accrediting body (AIM Awards) and by reference to our ISO 9001 international quality standard</p>

## Course Content

*Course content can be divided into Knowledge Development and Skills Development topics.*

*The essential KNOWLEDGE topics that should be included in any training program are mediation principles; the roles of legal counsel and representatives; an overview of negotiation and conflict resolution theory; mediator ethics.*

*The essential SKILL topics that should be covered, demonstrated, and practiced in any training program are forms of listening skills and communication strategies, process management skills (including the use of joint and private meetings), negotiation strategies and skills to manage the content of the dispute, and ways of responding to parties' diverse behaviours.*

<b>Attach your course outline</b>	See Annex.
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	Morning of day one, between 11.00 and 12.45

<b>The roles of legal counsel and representatives</b>	Morning of day two, between 8.30 and 10.45
<b>Overview of negotiation and conflict resolution theory</b>	Morning of day one, between 8.30 and 10.45
<b>Mediator ethics, including appropriate local ethical standards</b>	Day two, between 11.00 and 12.45; day three around 11.30, and in coverage of the EU and UK Mediation Codes of Practice for Mediators: on day five, at around 4.30
<b>Forms of listening skills and communication strategies</b>	Afternoon of day one, 3.00 to 5.30; morning of day two, 11.00 to 12.45; afternoon of day two, 1.15 to 5.30; day four, around 11.30 to 12.45
<b>Process management skills, including the use of joint and private meetings</b>	Day three, 8.30 - 10.45 and 1.15 to 3.00; Day four, most of the day, around 10.00 to 3.00
<b>Negotiation strategies and skills to manage the content of the dispute</b>	Afternoon of day four, 1.15 to 5.30
<b>Ways of responding to the diverse behaviours of the parties</b>	Morning of day two, around 11.30 to 12.45; afternoon of day two, 1.15 to 3.00; day three, around 11.30 - 12.45; morning of day four, around 11.30: 'Managing difficult and disruptive behaviour' and afternoon of day four, around 2.00: 'Dealing with power imbalances' and 'Communicating assertively with disputants'

## Competency Framework

*A training course must have a 'competency framework' which clearly and concisely sets out the core competencies that an effective mediator should possess. This framework should be consistent with the content and skills requirements of the course as set out under Section 2 of these guidelines.*

Attach competency framework	See Annex.
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## Course Duration

*For a course to cover adequately the necessary content using appropriate methodologies, (both of which are set out in these guidelines), courses should have a substantial number of training hours being not less than 40 hours. This does not include pre-course preparation, lunch and breaks.*

Course duration	40 hours
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## Group Size

*It is recommended that courses have a maximum class size of 30 students, with the trainer-student ratio ranging between an ideal of 1 trainer to every 6 participants; to a maximum of 1 trainer to every 10 participants.*

Maximum class size	12 learners max
Maximum trainer to participant ratio	1 to 6
Overall approach to class size or trainer-participant ratio	In accordance with the requirements for our external accrediting body, and our ISO 9001 standard, we keep class sizes to a maximum of TWELVE people. The number of trainers will be one for a group of up to six learners, and two for a group bigger than six. Our trainers are practising mediators, who are also qualified adult education tutors, and take an active role in the close-in coaching and supervision of learners' developing mediation skills. Both tutors will be present for coaching, assessment, and feedback on the practice role plays and on the assessed role plays on day five. Each tutor can normally supervise two groups of three, or different numbers and sizes of practice groups depending on the number of learners on the course.

## General Teaching Approach

*Mediator Skills training courses should be participatory, interactive and learner focused. To ensure this, a variety of teaching methodologies should be used, including lecturing, videos, interactive exercises, individual work, group discussion, talking in pairs, and role-playing. As a guideline, for the practical part of any course, that is designed to teach the process and skills to be an effective mediator, the following percentage of time should be spent on these different approaches to training delivery: Lecturing/knowledge input/presentation – approximately 10%; Exercises and discussion – approximately 40%; Role-playing, coaching and feedback– approximately 50%*

<b>Lecturing, knowledge input, presentation</b>	<p>Very little of the course is direct 'chalk and talk', and what we have found over the last 21 years of training mediators is that either video or live demonstration works best. So we either show video examples of how mediation cases should be run and how the skills are used, and/or the trainer(s) will demonstrate those skills to the group. The actual lecturing and didactic presentation will take up no more than four or five hours of the course, or around 10%</p>
<b>Exercises and discussion</b>	<p>We principally use experiential learning techniques, made up of discussion, pairs work, small group exercises, start-stop video work, and interactive work in a group. This take up almost half of the course time, around 40% - 45%.</p>
<b>Role-playing, coaching, and feedback</b>	<p>At least half of the course time is taken up with role play and this begins right from the first afternoon with active listening skills built around a dispute case scenario. Depending on the group size, each learner will have completed at least one practice role play (often more) before doing their assessed role play on the last day. Learners are given detailed feedback by one of the trainer/supervisors and are given specific areas in which to try and improve their skills. Every learner also has a private 1-1 to get feedback form one of the trainers on the last day, and as part of our assessment process we give feedback on knowledge separately to feedback on skills. The feedback on skills in sent in writing to each learner, along with a comment on their strengths and areas for development. Learners</p>

	also have to do a development plan to indicate the areas they will focus on to bring about continuous improvement after the course is finished and they begin to practise.
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## Participant Materials

*When preparation prior to the course is required, participants should receive comprehensive materials in sufficient time to allow them to prepare adequately. As a guideline, it is suggested that this should be no later than two weeks in advance of the course.*

*In a similar way, when participants are required to prepare for their roles in advance of the role plays, role play confidential briefs should be supplied in sufficient time to allow role players to prepare. As a guideline, it is suggested that this should be no later than one week in advance of the course.*

*If courses are designed with no pre-course preparation required, this guideline does not apply.*

<p><b>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</b></p>	<p>Around TWO WEEKS prior to the course learners will receive the course manuals and other materials, which will include the role play briefs. These are sent by email as pdfs, and learners are given hard copy upon attending the course.</p> <p>In terms of the materials received, learners will get:</p> <ul style="list-style-type: none"> <li>- A 60-page manual, in pdf and in print, with course content, exercises, self-assessment questionnaire, the 7-stage model broken down into stages, checklists for making mediation successful, input on the theory of conflict, outline scripts for crucial points in a mediation case, and appendices including templates for model confidentiality agreements and final agreements, case referral forms, and a reading list.</li> <li>- A separate booklet of role play scenarios, also sent out electronically in advance</li> <li>- Our seven-stage model on a wallet card</li> </ul>
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	<ul style="list-style-type: none"> <li>- Information about our Accredited Mediator Code of Practice</li> <li>- Guidance on post-course support and the learner portal</li> <li>- The documents for the post-course assessment</li> </ul> <p>Along with the course outline, next section, is a photograph of the materials we give out</p>
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## Setting up Role Plays

*Role plays are used for participants to practise the wide range of mediation skills in a simulated environment and also for participants to have the benefit of feedback and coaching from an experienced mediator, acting as a coach. Accordingly, role plays should be planned and run to allow the participants the maximum opportunity to learn.*

Each role play in a course has a maximum of six persons for a two party mediation.	Yes
Mediation time slots within role plays are a minimum of 45 minutes	Yes
At least 50% of role plays are supervised by an experienced coach/trainer, and a coach is present for at least 50% of the role playing time	Yes
Where role plays are used as assessments, they are supervised by the assessor 100% of the role play time	Yes
Coaches are rotated among groups and participants	Yes
Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants	Yes
Role plays during the course ensure participant work with the widest range of fellow participants as possible	Yes
All participants mediate the same number of times in role plays	Yes

Role plays are varied in subject matter and allow for practice of different stages of the mediation process	Yes
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## Providing Feedback

*Participants learn not only by practising the skills of mediators but also from receiving feedback from experienced mediators acting in the role of coaches throughout the course. Training programmes must provide opportunities for feedback to participants. This feedback should be delivered using a competency framework to ensure consistency of approach to feedback by coaches trained in delivering effective feedback (see coaches' guidelines).*

How is performance feedback given to participants on your course?	<ol style="list-style-type: none"> <li>1. From the very beginning of the course, learners are observed by peers and tutors, and are given peer and tutor feedback. Tutors give a combination of group feedback, which will give rise to useful discussion, and private 1-1 formative feedback. Learners are encouraged to use all their feedback to develop and improve throughout the course.</li> <li>2. Feedback will continue to be given so that, as the learners' skills develop, they will become more ready to complete a successful assessment near the end of the course.</li> <li>3. Day five includes a group feedback slot, just before lunch, so that the tutor/assessors can help the group with any general or pervasive issues with practice. More importantly, however, time is put aside for every learner to get a private 1-1 session of more detailed feedback on their skills performance</li> <li>4. Learners receive written feedback on their written submission post-course, which may include elements that they need to re-submit. They will also get a written On-Course Skills Assessment Form (OCSAF) to give them a record of their performance, including areas where we think they could develop further.</li> <li>5. THE ROLE OF THE MODERATOR: As part of good practice in modern Adult Education, an external moderator is</li> </ol>
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	<p>assigned from our external accrediting body. The moderator's role is:</p> <ol style="list-style-type: none"> <li>a. to have oversight of all assessments, ensuring we are consistent across time and across all courses, and that our assessments are reliable, valid, and that they conform to the assessment criteria.</li> <li>b. to randomly sample the feedback we give to learners, on both their skills performance and written work, to see that consistency, reliability and validity are maintained</li> <li>c. to be aware of the training delivered over the last 21 years, and of the &gt;5000 mediators we have accredited, ensuring every learner's training and assessment is of a similar standard</li> <li>d. occasionally to attend live courses and to observe our training and assessment practice, giving feedback to trainers, assessors and coaches, and ensuring our continual development and improvement</li> <li>e. to report back to the external accrediting body on all of the above</li> </ol>
<p><b>Attach course feedback forms or guidance</b></p>	<p>See Annex.</p>

## Performance Assessment and Accreditation

*If a course is designed to assess, certify or accredit a participant as having the necessary skills and knowledge to mediate a dispute competently, then it must contain an actual assessment of the participant's mediator competence, as compared to its own competency framework, developed under these guidelines. In relation to assessment of a mediator's skills, this should be done using a participant's performance during a role play.*

<p><b>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</b></p>	<p>Competence is assessed by observation of a concluding role play on day five, after the learner has been coached and developed to a good level of mediation skills. The assessed role play will last around 1¼ hours. Along with our external accrediting body we have formulated a set of assessment criteria against which learners' performance is measured. We will usually make time to allow all learners to complete two role plays, and these will be observed/assessed by the two trainers, either separately or together.</p> <p>Further details of the role plays:</p> <ul style="list-style-type: none"> <li>- Our library of role plays has been built up over the last 21 years of our operation and scenarios are anonymised and non-identifying versions of the kinds of disputes that UK Mediation routinely works with: <ul style="list-style-type: none"> <li>o Commercial Disputes (examples include one about a botched boat repair, one about a copyright dispute, one about a failed business partnership, one about the dissolution of a family business);</li> <li>o Workplace Disputes (examples include one concerning bullying, one about discrimination, one about a team member getting ostracised, one about a conflict following a company re-structure);</li> <li>o Complaints Scenarios (examples include medical complaints and consumer disputes);</li> <li>o Neighbourhood Conflicts (examples include, noise, parking, DIY, allegations of anti-social behaviour);</li> <li>o Intergenerational Conflict (examples include arguments over house rules, lifestyle issues, and relationship breakdown).</li> </ul> </li> <li>- The role plays we use on a particular course will depend on the make-up of the learner group and their</li> </ul>
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	<p>learning objectives. We also customise new role plays for clients who may want specific scenarios from their particular interest group or industry sector</p> <ul style="list-style-type: none"> <li>- Over the course duration, learners will get a chance to take part in role plays as disputant, advocate/representative, mediator, and expert. They will rotate around the roles so that everyone gets a turn in each 'seat'</li> </ul>
<p><b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b></p>	<p>This is done after the course by way of completion of a written assessment of approximately 4000 words. This is assessed against a series of assessment criteria, which have been agreed with our external accrediting body. These are detailed in the attached competency framework. Learners have four weeks post-course to complete this. Our course is assessed at Level Four on Ofqual's (the UK regulator of examinations) Register of Regulated Qualifications, meaning that successful learners receive a recognised qualification which has been assessed to be an equivalent in complexity to the first year of an undergraduate degree.</p>
<p><b>Process of appointing assessors on a course</b></p>	<p>Our assessors are all practising mediators who have completed an EXTERNALLY ACCREDITED mediation qualification to a minimum level four standard and have a minimum of three years post-qualification practice. This qualification will be UK Mediation's own Mediation Practitioner's Certificate or a close equivalent. In our current faculty, all of our TCAs have completed the Mediation Practitioner's Certificate, which we consider to be the 'Gold Standard' as it is the only Level Four externally accredited qualification in the UK and beyond. Individuals who apply to our faculty, even if they have completed mediation training elsewhere, will still be required to complete the Mediation Practitioner's Certificate as a precursor to meeting the other criteria if they wish to become our TCAs.</p>

	<p>In addition, they have all completed an accredited Adult Education course, either Cert Ed., PGCE, City &amp; Guilds 7407 part 2, CTLLS, or DTLLS.</p> <p>Our assessors must keep their practice up to date, doing a minimum of six cases per year (most do more) and engaging annually in mediation-specific CPD.</p> <p>All of our training faculty are selected by application and interview and they then observe one of our existing trainer/assessors delivering our courses. Some will be de-selected at this point but if they progress, they will then co-deliver with an experienced trainer and receive coaching and feedback on their delivery. Some will also be de-selected at this point, but otherwise will progress to being observed as they deliver a course and assess learners.</p> <p>All of our trainer/mediator/assessors are required to attend a standardisation day at UK Mediation HQ at least twice a year, all of their assessments are verified and externally moderated, and all are subject to scrutiny by an assessor from our ISO 9001 body and/or our external accrediting body.</p> <p>Trainers will be observed, either by UK Mediation, by our external accrediting body or by our ISO 9001 assessor, and feedback given. Peer feedback is also given when trainers co-deliver, and when we meet on our standardisation days.</p>
<p><b>Clarification of passing criteria. How a student passes or fails this CMTP</b></p>	<p>Learners must satisfy every criteria in the criteria-based assessment. We do not award a percentage mark or a grade, other than to stipulate that they must pass both the role play (practical) assessment AND the written assessment, AND must achieve 100% of the assessment criteria for both the practical and written parts.</p> <p>If learners fail to achieve on their first attempt, they will receive written feedback on either their skills performance or</p>

	<p>knowledge assessment, and will be required to re-submit all or part of their written work, and/or receive further coaching/tuition and be expected to re-take the skills assessment. Learners will fail if, upon re-submission of written work and/or re-assessment of their skills, they still do not achieve every assessment criterion.</p> <p>It is rare that learners do not achieve on their second submission but if this is the case, they will be allowed to re-take the course after a gap of a minimum of six months and then to be re-assessed.</p>
<p><b>Next steps taken, should a student fail.</b></p>	<ol style="list-style-type: none"> <li>1. Written feedback is given on either their knowledge assessment and/or their skills performance, along with an option to speak to an assessor about the feedback</li> <li>2. Re-submission of written work and/or an option to be re-assessed on their skills</li> <li>3. If they still fail to achieve on 100% of the assessment criteria, further feedback will be given</li> <li>4. They may re-take the course following a break of six months, and then be re-assessed.</li> </ol>

## Facilitation of further development as a mediator

*While it is accepted that training providers cannot offer actual mediations for all participants, they have an obligation, as far as possible, to facilitate participants' further development as a mediator.*

<p><b>Indicate what your organisation does to facilitate participants' development as mediators</b></p>	<ol style="list-style-type: none"> <li>1. The 'Level Four' aspect of our qualification relates to Life Long Learning. This means that learners write a development plan upon completion of the course, which is their individualised plan for how they will learn and develop following their initial training.</li> <li>2. Learners are given password-protected access to our online learner portal, with FAQs, document templates and policies that a mediator would find useful. Also, a</li> </ol>
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	<p>facility to network with other mediators, including being able to find opportunities to co-mediate and observe mediation sessions</p> <ol style="list-style-type: none"> <li>3. Clips of custom-made videos of mediation sessions: useful for ongoing training and for learners to continually develop</li> <li>4. Access to a programme of free webinars, including our 'Becoming a Mediator' webinar, which talks about how to get work as a mediator, how to market yourself as a mediator and how to become a specialist</li> <li>5. Access to our Level Five programme: 'Professional Practice in Mediation', which is the only qualification of its kind, and which gives learners a way to demonstrate their professional practice, ethical working, and their insight into the mediation model as they begin to practise and apply what they have learned in the classroom.</li> </ol>
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## Complaints and Appeals Policy

*All courses should have a clearly set out written complaints policy for participants who are dissatisfied with the quality of the course.*

*In addition, for those courses that have an assessment element, there should be a clearly set out appeal or review process for participants who are not satisfied with the outcome of their assessment.*

<b>Attach complaints and appeals policy</b>	See Annex.
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## Conflicts of Interest

<b>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</b>	See Annex.
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## Trainers, Coaches, and Assessors

Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.	Yes
Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.	Not Applicable
TCAs have conducted at least two actual mediations of at least four hours' duration in each of the preceding three years before being appointed. Once appointed, they conduct two actual mediations of at least four-hours duration per year AND are able to show that they have maintained continuous professional development (CPD) of six hours per year.	Yes
Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes	Yes
Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes	Yes
Trainers deliver at least one basic mediator skills training course or refresher course every two years	Yes

Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.	Yes
On-going feedback is sought from course participants, and given to those delivering the course.	Yes
Comments and/or explanations	<p>Please note that our qualified trainers FAR exceed the requirement for any 18 hour 'Train the Trainer' course. They have ALL undertaken a proper formal Adult Education qualification, which will be a minimum of around 90 hours, and up to approx 250 hours. These are formal qualifications in Adult Education that go way beyond what might be achieved on any 'Train the Trainer' course. The most common courses that they undertake are to gain the qualifications are either Certificate in Education (Cert Ed.) or the Postgraduate Certificate in Education: post-compulsory (PGCE). All are highly experienced Adult Educators with years of experience, as well as being practising mediators. As part of induction, before they are allowed to deliver alone, they are trained in delivery during live sessions with an experienced TCA, who is him/herself a formally qualified adult education tutor.</p>
New TCAs are to be observed and given performance feedback by senior colleagues	<ol style="list-style-type: none"> <li>1. TCAs are firstly selected by interview, at which they are required to demonstrate a level of training skills in a mini-training session. An established TCA will be in the interview panel with Mike Talbot and another senior colleague</li> </ol>

	<ol style="list-style-type: none"> <li>2. The new candidate will firstly shadow an experienced TCA, and as part of our initial selection process will be asked to lead a short session or run an exercise on that course. They receive feedback from the co-TCA.</li> <li>3. They will then be trained live in how to deliver our course, bearing in mind that they are already a fully qualified Adult Education Tutor and will have undertaken more than 100 hours of formal, external training in adult education. So, they receive a 40-hour live training with an experienced TCA. The experienced TCA will coach them on-course on how to deliver and will also feed back to the new TCA and will also feed back to UK Mediation on how the new TCA has performed.</li> <li>4. The new TCAs learner evaluations will be returned to Mike Talbot, who will de-brief them on the feedback from learners and from their on-course observer and if all is satisfactory they will be taken on as a faculty member.</li> </ol>
<p><b>Explain your peer review system for trainers, coaches and assessors</b></p>	<ol style="list-style-type: none"> <li>1. As part of our ISO 9001 quality standard, all TCAs must be peer-observed once a year, although we tend to do it twice. Peer feedback is given to the TCA at the conclusion of the course and noted (see attached Trainer Observation Form on p.46 of the attached Trainer Handbook).</li> <li>2. Feedback is discussed privately on a peer-to-peer basis and then discussed</li> </ol>

	<p>more widely at our Trainer Standardisation days, held at least once a year at UK Mediation HQ.</p> <ol style="list-style-type: none"> <li>3. Any concerns during a trainer observation are raised firstly with the TCA and if necessary are raised with Mike Talbot. In the event of concerns, Mike Talbot will potentially make a spot-check on a trainer during a course</li> <li>4. Our ISO 9001 assessor will him/her self observe trainers on our annual audit and will feed back to the organisation and to the trainer as well.</li> </ol>
<p><b>Attach Train-the-Trainer Program</b></p>	<p>See Annex.</p>
<p><b>Attach template feedback form</b></p>	<p>See Annex.</p>