



# **Assessment Process Document**

## **MA-QAP**



## Stage 1 – Mediation Advocacy General Knowledge Requirements

This assessment will be completed having undertaken online Modules on Mediation Law and Regulation, Dispute Resolution Lawyering and Technology and Mediation (approx. 24 hours). The learning outcomes for these Modules are reflected in the MA-QAP Competency Framework, which is designed by reference to and to meet the IMI Competence Criteria for Mediation Advocates / Advisers.

Assessment will take the form of online quizzes after each Modules to assess attainment of learning outcomes, and a Capstone Project.

### Capstone Project

The project will require candidates to apply their knowledge and skills to their professional environment. This project, for candidates wanting to undertake the MAP QAP Assessment will have to focus on their role and practice as a mediator advocate / advisor. An example would be reporting on a case study where the candidate acted as mediation adviser and demonstrating how the General Knowledge Requirements were met in that case, or designing an in-house mediation adviser training day addressing the General Knowledge Requirements. The project will be in written format though it can also include video. It includes a requirement to present on the project to peers and TCAs.

The aim of the Capstone Project is to demonstrate that candidates are able to integrate the Mediation Advocacy General Knowledge Requirements into their existing professional experience and learn from them, and that they can set targets based for their practice, during the practical assessment and beyond, based on these Requirements.

## Stage 2 – Mediation Advocacy Practical Skills Requirements

Candidates will be required to analyse and make recommendations on a case study dealing with mediation advocacy. The case study is intended to assess the competencies in the framework and allow the candidate to demonstrate analytical and problem-solving skills.

Candidates will then undergo a 45 minute interview (online) with an assessor on their advice in the case study and additional questions relating to the same case. This is intended to assess the core competencies and also the candidate's agility and ability to respond to new information and changing circumstances.

Finally, candidates will participate in an online, recorded mediation role-play (1 hour plus 30 mins Q and A) as advisors. Two candidates will be assessed in each role-play, as opposing counsel. On conclusions of the role-play, candidates will have 30 mins of question and answers with the assessor (separately) to give the assessor the opportunity to elicit the



theory behind the candidate's strategies, address areas that were not covered or did not arise in the role-play, and assess the candidate's level of self-awareness.

Assessors will mark candidates on their performance *after completion of all parts of Stage 2 assessment*, based on the competency framework and a detailed assessment sheet. Assessor should make notes throughout all parts of the assessment to assist in their completion of the assessment sheet.

Candidates will be marked on a pass or fail basis. Students are graded between 1 (Insufficient) and 5 (excellent) for each competency category. They must attain a minimum of 3 out of 5 on aggregating all scores in order to pass the assessment. If the candidate scores less than 3 on two or more criteria this will be deemed a fail, even if the aggregate is greater than 3.

Assessor are required to give detailed feedback along with grades on the assessment sheet so as to assist candidates in their learning. All assessments shall be recorded for the purposes of candidate reflection and quality assurance / appeals.



## **Appendix 1 - Anti-Impersonation and Plagiarism Policy**

- At the commencement of the course, students are required to sign up to an academic integrity agreement with Mediator Academy.
- Students will access the online modules and assessments / quizzes through an LMS (Learning Management System) which includes exam proctoring and identity verification functionality, ensuring that only the registered students completes the assessment.
- Questions require higher order thinking making plagiarism (from the internet or other source) more difficult.
- Various technological options are implemented to minimise cheating, including only showing one question at a time, randomising answers and limiting attempts. This will discourage screen sharing and other such activities.
- Scores are only shown on completion of the quiz and correct answers are not revealed until all students have completed and the assessment is closed.

## Appendix 2 - Assessment Form – MA-QAP

**\*Note – the assessor shall complete this assessment form, based on the case study interview and role-play, marking on the categories of competencies set out below, using the list of possible practical skills which can be used in the Competency Framework as guidance. The candidate is not required to show ALL the skills set out in the competency framework. A candidate will not be penalised for demonstrating skills NOT included in the Competency Framework unless they are detrimental or damaging to the client and the advocates performance.**

### Checklist

- Has candidate grasped the core issues in the case study?
- Have they conducted themselves in a professional manner?
- Have they demonstrated sufficient skills to an acceptable level?
- Have they demonstrated an ability to engage in reflection?

### Competencies and Comments

**5 – Excellent**

**4 – Very Good**

**3 – Competent**

**2 – Below Average**

**1 – Insufficient**

\*Indicate mark and give reasons

**Advice on Law and Process**

**Dispute Analysis and Process Choice**

**Preparation for Mediation**

**Technology Management**

**Process Management**

**Working Through Options**

**Supporting the Mediation and the Client**

**Managing Agreement**

**Self-Awareness and Reflection**

**Other comments**