



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Mediator Academy

IMI Mediation Advocacy Qualifying Assessment Program

About the Organisation

Organisation's full legal name	Glyndwr Media Limited (Mediator Academy)
Year formed, and under which jurisdiction	2013, United Kingdom
Organisation's contact details	1 St. Katharine's Way, London, E1W 1UN, sabine@mediatoracademy.com, 0044 7710442716
Submission type	New QAP/MAQAP application
Feedback Digest support	No
Locations and Languages	In English in Ireland, the UK, and worldwide (online).
Existing CMTF	No

MA-QAP Application

Program assesses mediation advocates who meet at least one of the requirements:

- Applicant has experienced at least five mediations as a mediation advisor/advocate
- Applicant is an IMI Certified Mediator

Program is in a country where there is no [IMI Qualifying Assessment Program](#), and
Applicant has acted as sole mediator in at least 10 cases/200 hours

Experience of the Mediation Process

The MA-QAP must include a methodology for ensuring that Applicants have demonstrated to the satisfaction of the Program's Assessors experience of mediation as a mediation advisor/advocate in at least five mediations. The QAP must include clearly identified criteria on this requirement. Exemptions: IMI Certified Mediators; Mediators having acted as sole mediator in at least 10 cases/200 hours (in countries where there are no Qualifying Assessment Program for IMI Certification)

Applicants must demonstrate that they have acted as a mediation advocate or advisor in no less than five separate and distinct mediations. Applicants must evidence their experience by means of a log of mediations in which they acted as advisor / advocate, which must include anonymised details of the nature and duration of the mediation and the role played by the applicant. This must be signed by a supervisor, manager or by the mediator. The applicant must also provide a statement or reflective journal outlining the roles they played and skills the used in these mediations. If applicants are relying on the other exemptions (IMI Certified Mediators, Having acted as mediator in 10 cases) they must evidence this by means of their mediation certification and / or their mediation log.

Knowledge of Mediation Advocacy

The MA-QAP must include a methodology for determining that Applicants have demonstrated a strong understanding of general mediation advocacy theory and practice. Written tests, essays, reports, theses and interviews may be used to determine such knowledge. Applicants are expected to be tested on and exhibit a comprehensive understanding of Mediation Advocacy theory derived from the leading international textbooks on the subject. MA-QAPs may use the listing of Core Competency Knowledge Elements set out in Annex 1 (see IMI website).

Candidates will have completed dedicated interactive online modules as part of a broader programme on dispute resolution and will be assessed on their learning from these by means of online tests and a written, applied Capstone Project. For more details see assessment document attached.

The online modules are interactive and therefore consist of more than just videos and quizzes, there are also short and longer form essay style questions to be answered and drag and drop and pill interactions. Each module also includes a number of live online sessions facilitated by a tutor. For anti-impersonation and plagiarism measures see additional information in Revised Assessment Process Document.

Mediation Advocacy Skills

The MA-QAP must include a methodology for the assessment of performance as a mediation advocate against a variety of benchmarks that together demonstrate a high degree of mediation advocacy competency. The assessed benchmarks may be based on role-play or live action assessments, and may include videotaped and online assessments such as web dramas, self-assessments, interviews, peer reviews, user feedback and other in-practice skill evaluations. The ISC expects that the methodology used by MA-QAPs will address all the Core Competency Practical Skills sections and sub-sections in Annex 2 and will be sufficiently detailed (in the view of the ISC) to attest to an applicant's demonstrated high level of competency as a Mediation Advocate. However, it is not expected that all detailed Core Competency Practical Skills listed in Annex 2 will be assessed in the same depth, and MA-QAPs will be free to assess other practical skills not listed in Annex 2. (See IMI website for Annexes.)

Candidates will undergo a rigorous practical assessment. See assessment document and competency framework attached.

Please read the Assessment Process Document and the Competency Framework (both attached) together. Stage 1 of assessment is carried out by means of the online test modules and tests and the capstone project. The competencies for this Stage are the learning outcomes for that stage and assessed accordingly by means of the tests and project.

Stage 2 of assessment is focused on skills and includes the case study interview and role-play assessment. The assessor will complete an assessment form (see Appendix to Competency Framework) on the basis of the case study interview and role-play.

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 students score less than 3 on two or more criteria this will be deemed a fail, even if the aggregate is greater than 3.

Program Integrity

Each Assessor must have substantial experience of mediation advocacy and/or teaching/assessing mediation advocacy competency.

Assessor shall be independent to both our organisation and the training faculty. Appropriately trained and experienced assessors shall be contracted to carry out assessments. Assessors will have to demonstrate a minimum of five years active mediation advocacy experience by means of a log or statement of experience, and must demonstrate some evidence of having undergone assessor training or had sufficient experience (minimum 5 assessments) in the mediation and mediation advocacy skills domain. We recognise that types of training / qualification will differ by jurisdiction, therefore As far as possible assessors shall be used who have prior IMI MA-QAP assessment experience. We will ensure that at least one assessor on the panel has jurisdiction-specific knowledge and experience for each assessment programme delivered in each different jurisdiction.

Assessor training and orientation on Mediator Academy's assessment process, and IMI's requirements, will be conducted for all assessors in a new training context or jurisdiction.

All styles of mediation will be recognised and assessed equally, unless there is a jurisdictionally mandated style, such as required by the Mediation Act, 2017 in Ireland, for example.

By styles of mediation we mean evaluative, facilitative, transformative etc. The Mediation Act in Ireland require mediators to use a facilitative style. We believe that an effective mediation advocate will recognise, respond to and work within all styles of mediation process, and will be able to adjust the skills and strategies they use accordingly. In evaluative mediation, for example, they made need to share a view on the mediator's evaluation of the situation with the client, or respond to same. In transformative mediation, they will take a less vocal role and empower their clients to engage in the process effectively. Candidates will learn how to recognise and respond to different mediation styles in the online modules, and will be assessed on their ability to do so in the skills assessment. As part of the interview, for example, the candidates will be asked about the mediation style in the assessment case and how they will work with it. This will then be assessed in the role-play.

Ongoing Monitoring of Program

The MA-QAP must include a process for the ongoing monitoring of the performance and practice of the Assessors. IMI will liaise closely with all recognised program organizers to maintain a sustainable quality control system.

Assessors' performance shall be monitored by our organisations management team, and independent anonymised feedback will be gathered from programme participants after the assessment is carried out but before results are received so as to maintain integrity.

The Mediator Academy management team carries out a review after every instance of a training or assessment programme. This includes a review of programme content and materials, ensuring all content is up to date and resources include latest publications and any changes in practice and procedure. In addition, all stakeholders, including trainers, assessors and candidates are consulted to monitor the quality of assessment and participation. The management team will review all assessment documents and feedback after assessments are completed to ensure consistency of performance of assessors. Video files of assessments shall be retained (with the consent of the candidates) for a period of 6 months after assessment have been completed to enable the management team to respond to any requests or investigate any concerns about misconduct.

Any allegations of assessor misconduct will be investigated by the management team immediately and, if found to be verified, the assessor concerned shall be removed from the assessor panel and the student offered a new assessment at no charge. See revised complaints process document.

Diversity

The MA-QAP must be accessible on an equal basis to applicants regardless of their professional affiliations, gender, race, ethnicity, age, religion, sexual orientation or other personal characteristic. This should be clearly stated on each MA-QAP's website.

There are no barriers to entry on to this programme other than those set by IMI and the requirements for sufficient prior learning or experience and a sufficient level of English as this is the language of instruction. The programme is offered to students anywhere in the world as it is delivered online. It is our company mission to break down barriers to high quality education.

Quality Assurance

<p>Program registered in accordance with jurisdiction requirements</p>	<p>Not Applicable</p>
<p>Trainers, coaches and assessors registered as mediators (if required by the jurisdiction)</p>	<p>Not Applicable</p>
<p>Clarification of passing criteria</p>	<p>See assessment document attached. Stage 2 of assessment is focused on skills and includes the case study interview and role-play assessment. The assessor will complete an assessment form (see Appendix to Competency Framework) on the basis of the case study interview and role-play. 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 students scores less than 3 on two or more criteria this will be deemed a fail, even if the aggregate is greater than 3.</p> <p>Please see Assessment Process Document for further details</p>
<p>Process where participant fails assessment</p>	<p>A student who has failed may apply for a re-check by an independent third party assessor, or apply to re-sit the assessment. Both carry costs which must be met by the candidate.</p>
<p>Privacy</p>	<p>All provisions of the GDPR and our privacy policy are adhered to at all times.</p>

<p>Additional comments</p>	<p>Minimum Qualifications of TCA's - All our TCA's have national or international mediation qualifications and at least 10 years post qualification mediation or mediation advocacy experience. In addition, they must either have academic teaching and assessment credentials and/or experience, or recognised assessor training, depending on what is available in the jurisdiction. Assessor orientation and training will additionally be provided by Mediator Academy.</p> <p>Qualifications of Sabine Walsh, Head of Learning and Online Programme Designer - LLB, LLM, Qualified Solicitor, Advanced Mediator Member and former President, Mediators Institute of Ireland, certified cross border mediator, Postgraduate Diploma in Learning Teaching and Assessment, Diploma in Academic Practice focused on Online Learning Design, plus numerous additional courses, certificates and publications in online teaching and programme design.</p> <p>Adapting the programme to changes in mediation advocacy practice - Continuous adaptation of training programmes to evolving practice and requirements is a foundational pillar of good online learning and teaching. The advantage of an online programme such as this is that it can be updated rapidly, even during roll out, if that is necessary. Our academic team's core role is to ensure the continued relevance and academic rigour of the programme and ensure it is the most up to date programme available. As an example, even during the preparation of this application the programme has been updated to include new research on the move of mediation online during the pandemic and new judicial commentary on the provisions of the Mediation Act, 2017 and its obligations on lawyers.</p> <p>Programme registration requirements - This programme will initially be delivered in Ireland which has NO requirement to either register a training programme or for mediators to be</p>
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	<p>registered to practice. This, in part, is the rationale for applying to IMI. All TCAs are registered with an organisation, either the Mediators Institute of Ireland, the Chartered Institute of Arbitrators, CEDR or IMI. If the programme is delivered in the future in a jurisdiction that has a mandatory registration requirement the programme will be so registered.</p>
<p>Supporting documents</p>	<p><i>List of attachments:</i></p> <p>Competency framework for assessments, Diversity policy, Complaints/appeals policy, Privacy policy, Assessment Process Document</p>