



## **ASSESSMENT PROCESS, COMPETENCIES AND CRITERIA**

### **ASSESSORS' INFORMATION AND GUIDANCE 2021**

#### **INTRODUCTION**

1. This information and Guidance Document is to be used by way of reference when completed the Assessment Sheet (attached) for each student during the assessment phase of the course. It supports the information provided on your induction and validation day as an assessor and is to read in conjunction with those Notes.
2. If you have any questions in relation to this material please speak to the Course Leader or to our Independent Assessor, on the course.

#### **PHILOSOPHY AND METHOD**

3. The purpose of the assessment is to ensure that the student can demonstrate to each of the assessors that they have assimilated the learning from the course. They must also demonstrate that their learning means that they are safe to proceed to practice as a Certified Mediator under the LSM accreditation.
4. It is accordingly an important step in the student's transition. You should therefore assess whether (so far as was practicable in each role play) the student demonstrated the core skills to a safe and competent degree, drawing on your experience as a mediator, or students at this stage of their training, and of the professional expectations of the public.
5. The assessment will not depend on your individual view. Each assessor will discuss each student after the assessment phase to agree a moderated outcome based on the evidence recorded on the Assessment Sheets and the impression created by the student. In their determination meeting, the assessors will come to a view as to whether the student is safe and competent from a practical perspective.
6. The assessors will meet and benchmark after each assessed role play. They will complete the Benchmarking Report collectively, following the criteria for occasions when a student may perform in an unsafe or incompetent manner. The tutors will then use their discretion dependent upon the context/severity of the suboptimal observer.
7. The assessors may take into account the examination which the student has completed and which will have been separately marked. The student must have achieved 70% or more. A bare pass in a doubtful paper may be reflected in the assessors' overall analysis.



8. The assessors may, if they are in doubt, ask for the views of the Course Leader on a particular student but the Course Leader's input will not be determinative. The Course Leader does not assess or see all of the student's work. Ultimately, the assessors must determine
9. The assessors may, if they all agree, offer the student a viva in the debrief session. If the answer is satisfactory then the assessor debriefing may use their discretion to pass the student. If the assessor raises a concern about safeness/competency/appreciation of the mediators role. Then the assessor may use their discretion to not pass the student at this stage.

### **OPTIONS FOR THE ASSESSORS**

10. The assessors may, depending on the evidence:
  - 1) Award a full pass and present the Certificate
  - 2) Undertake a viva examination during 'de-brief'
  - 3) Award a pass subject to re-taking the examination, but no Certificate at this stage
  - 4) Award a pass subject to attending a further consolidation day subject to satisfactory progress
  - 5) Refer the student for further assessment if there are reasonable prospects of a pass on such re-assessment and if the examination has been passed.
  - 6) Fail the student and explain that it appears unlikely that the student will make the grade required by the London School of Mediation: this will usually only be where the assessment has been poor for want of demonstrated aptitude.
11. The outcome of the assessment will be recorded, and if options (3 ) to (6) are adopted then the reasons will also be noted by the assessors on the student's Assessment Sheet.