

Programme Outline

CMTP

**Mediator Academy / Newcastle
University Law School**

June 2022

**Updated Based on Feedback
September 2022**

Course Outline

General Course Information

- Course is designed and learning outcomes are mapped to the United Kingdom's Qualifications Framework Level 7.
- Method of delivery – Fully Online
- Online learning will be a combination of interactive, self-directed active and adaptive learning together with other activities such as forum discussions, plus live online tutorials, tutor clinics and revision sessions.
- Overall course duration – 5 x 20 UK credit Modules plus dissertation Module, one-year full time, two years part time.
- Includes formative and summative academic and practical assessment.
- Learning outcomes address a balance of theoretical and process knowledge, and skills and practice.
- Entry requirements – English to IELTS level 7.
- Student numbers – Student - tutor ratio of 1:8.

Details of Partnership

Newcastle University and Mediator Academy will jointly deliver this LLM. IMI-CMTP assessments will be administered and overseen by the University, using external assessors.

Learning activities and resources:

- Programme Handbook plus orientation and instructional videos to ensure students are supported in acclimatising to online learning.
- Self-directed interactive learning including expert faculty video, pedagogically designed skills and practice simulation videos, assessment and reflection activities and learning portfolios. Adaptive learning design and methodologies individualise the learning path.
- Discussion forum and asynchronous group activities, including problem-based learning and group work.
- Full suite of library resources and support available to students.
- Live online sessions of various types consist of role-play sessions and other practice exercises, together with coaching and practical assessment.

Modules

The programme is a full, 180 credit LLM and consists of 5 x 20 credit taught Modules, a 20 credit Research Methods Module and one 60 credit dissertation Module. The taught Module titles are:

Module 1 – Dispute Resolution and Conflict Studies

Module 2 – Mediation Practice and Skills

Module 3 – Mediation Theory

Module 4 – Mediation Law

Module 5 – Technology and Online Dispute Resolution

All Modules are relevant to the CMTP, and will be undertaken by all students.

Hours

Each Module takes consists of 24 interactive lessons which take approximately one hour to complete, plus 2 x 2 hour live tutorials and 4 x 1 hour tutor clinic sessions. The reason there is not an exact time for completing the online Modules is that some students take longer than others to work through them, as they are designed to be adaptive and personalised. In addition to this students are expected to put a minimum of 150 additional hours of effort into each Module by means of independent reading, study and research, and preparation for assessments. Each Module runs over approximately 12 weeks.

Total hours breakdown:

120 hours minimum self-directed, interactive adaptive learning

40 hours minimum (not including assessment) live sessions *These hours do not include additional role-play practice sessions which are not formally timetabled but will be organised between staff and students in the lead up to assessment.

300+ hours independent learning and study

****It is important to be aware that while interactive lessons are undertaken asynchronously, they are of a very different nature to standard asynchronous teaching such as recorded lectures. A specific, skills-focused learning design methodology is used, employing the pedagogy of adaptive learning and personalised feedback. A separate document entitled Learning Design Methodology is attached for appraisal purposes only, NOT to be shared or published.***

As lessons are designed using an adaptive learning methodology, if students do not answer questions and interactions correctly they are re-directed to additional faculty explanation or materials, if they move through lessons with ease, they can choose to access additional videos, reading and resources. This is particularly suited to skills building as students must demonstrate skills and make strategy and process choices in order to progress.

In addition to this, an interactive lesson will contain a variety of learning resources and activities as detailed below:

- Topic summary
- Overview of key points
- Faculty video
- Interaction such as text entry or multiple choice question
- Simulation video (episode of one of our mediation simulations, professionally produced using actors, scripted in alignment with learning outcomes)
- Commentary of faculty on simulation video
- Reading – article or report

- Question on reading
- Faculty video
- Summary of lesson

Each Module features a different type of assessment to measure attainment of both theoretical knowledge and practical skills. All formative interactions in lessons are automatically graded and students get their results – and formative feedback – instantly.

Students can choose how much of any lesson to undertake at any time – they will be provided with learning planners to ensure they space their learning over the total time allowed for each Module so as not to spend too much time online at any one time.

Live Tutorials & Clinics

The live tutorials and clinics are intended to embed the learning from the Modules and to practice skills. Small group activities (using zoom breakout rooms) and whole group feedback is used.

The tutorials and clinics will consist exclusively of role-play and skills practice exercises, including full mediation role-plays and practical assessment preparation, ethical dilemmas will be worked through in small groups and various drafting and process management tasks completed.

Ongoing feedback and coaching will be provided:

*In-session by tutors

*In-session by peers

*Individually in and between sessions using video. All sessions will be videotaped to assist with individualised and targeted feedback, and to allow students to acclimatise to mediating on video before the assessment. This individual coaching will be carried out by one of the tutors on a one to one basis while the remaining students work with the other tutor.

Roleplay sessions will be set up as follows:

- A role-play shall include a maximum of five participants: two parties, two representatives and the mediator. If co-mediation is envisaged this can include a second mediator.
- Each role-play shall run for a minimum of one-hour, pausing, where required, for feedback and coaching. All roleplays conducted within the programme will be supervised by faculty.
- All students will get equal opportunity to mediate, and play the roles of party and representative.
- Students and faculty will rotate so that students experience different personalities and feedback.

Notes on tutorials and skills workshops:

- Each session will last for a maximum of two hours with coffee / lunch breaks in between
- Each participant will have the opportunity for a “dress rehearsal”, that is, full run through of a practical assessment before their actual assessment.
- Trainers will be visible on-screen at all times and that coaches and assessors will be able to hide their videos during roleplays so that participants do not feel intimidated by their presence.
- Role-plays and exercises will feature civil and commercial dispute scenarios.
- Additional, informal role-play sessions will be organised outside the formal timetable in advance of assessment to allow students the maximum opportunity to practice their skills.
- Students will be strongly encouraged to keep a reflective journal throughout to aid their learning, and to support each other in their learning. They are encouraged to participate in role-plays and other exercises informally, outside the programme timetable.

Assessment –

Methods of assessment:

Role-play and practical exercises will be used both as formative and summative assessment. Practice role-play will include feedback from tutors and peers and individual coaching using video. Learning will be enhanced and verified by means of reflective exercises.

Final assessment for certification will be carried out as follows:

Candidates will participate as a Mediator in two mock mediations of one-hour duration and may be involved in role- playing as clients. This mediation will be videotaped (with all participants consent). The mediation will be assessed by an external assessor who will mark candidates on the basis of the Competency Framework AND who must provide detailed feedback by means of directly annotating the video of the mediation, so that candidates can clearly identify where they lost or gained marks. Assessors will be provided with the software to do this. Candidates will be assessed on a pass / fail basis.

In addition to this, a random sample of 50% of assessments will be moderated and verified by a different external assessor. If any concerns or discrepancies are raised by the moderator, all assessments from that group will be re-assessed (using the video) by a third party assessor.

Additional Assignment:

As the course is entirely online, students must perform and video record an additional in-person, one-hour mediation roleplay. They can source people to play the role of parties and advisers themselves but must ensure they are sufficiently knowledgeable to play these roles. The recording of this role-play is sent to the course director.

Students then submit a written assignment reflecting on the role-play and addressing the following issues:

- How they would arrange and ensure a suitable venue
- How they build rapport with all participants in an in-person mediation
- Compare the experience of in-person and online mediation and how each process can be adapted from the other.

This assignment may form part of the academic assessment for the Mediation Theory Module.

Technology

The lessons are designed by reference to the latest pedagogical knowledge for online learning, including principles of adaptivity, interactivity and the Community of Inquiry model. A variety of different learning resources are used including video, audio, text and a range of interactive activities. All learning is delivered through Canvas, the university's Virtual Learning Environment (VLE) where all student engagement is tracked. Students require an internet enabled device, preferably laptop or desktop computer with a webcam, and a stable internet connection in order to participate. Tutors and students will be asked to keep their cameras on during all sessions.

Students will be given a thorough induction into the VLE and will have the assistance of the technical support service of the university available to them.

Course Materials

Core course materials are included in the interactive lessons, either as downloads or links and can be added to students online portfolios. In addition, an extensive reading list is available featuring key texts, commentary and caselaw on mediation. These will all be fully accessible online to students.