



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

CAMP Arbitration & Mediation Practice Pvt. Ltd

Edwards Mediation Academy, LLC

IMI Certified Mediator Training Program

The Organisation

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Website	www.campmediation.in https://edwardsmediationacademy.com/
Person completing application	Tara Ollapally, Co-Founder
Program delivery	The program and its assessment are delivered in person, online, or a mix of both.
Locations and languages	India, English

1. 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	2015, India 2013, United States
Training course registered in accordance with jurisdiction requirements	Not required

2. 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.

Attach your course outline	<i>See Annex Course Outline</i>
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	<p>These principles are covered both in the online course work as well as in the live facilitated sessions of group discussions, Q&A Sessions, and role-play simulations.</p> <p>These principles are also demonstrated in the Kumar v. Kumar simulated mediation. Listed below is coverage of these topics in the online coursework. Each online course module has a corresponding facilitated session (held synchronously and online) wherein these concepts are reaffirmed and</p>

expanded through group discussions, Q&A sessions, and role-play simulations.

Neutrality-In the Principles of Mediation Module (1), the concept of neutrality is discussed. This is expanded upon in the Culture & Bias Module, during a discussion about Mediator's bias. Voluntary nature-In the Principles of Mediation Module (1), in the Convening Techniques in Mediation Module (2), in the Opening Module (5), in the Emotions in Mediation Module (6), and in the Negotiations Module (8), the concept of the voluntary nature of mediation is explored. Confidentiality- In the Principles of Mediation Module (1), the concept of confidentiality is discussed. Additionally, it is expanded upon and demonstrated in the Convening (2), Opening (5), Negotiations (8), and Ethics in Mediation (9) Modules. Party self-determination-In the Principles of Mediation Module (1), and the Convening Techniques in Mediation Module (2), the concept of self-determination is explored. It is further expanded upon in the Opening (5) and Negotiations (8) Modules.

Process-In the Principles of Mediation Module (1), the concept of process satisfaction is discussed. In the Convening Techniques in Mediation Module (2), the concept of process design and mediation models is presented along with identifying and meeting the challenges in each.

Process design is also presented in the Opening Module (5) and demonstrated in the Negotiations Module (8).

The roles of legal counsel and representatives	In the Opening Module (5) and in the Negotiations Module (8), the role of legal counsel and representatives is explained.
Overview of negotiation and conflict resolution theory	In the first part of the Negotiations in Mediation Module, the foundational theory of negotiation and conflict resolution is presented (8). This includes learning about parties' underlying needs (8), identifying power issues that may arise during negotiation (8), the stages of negotiation (8), and the negotiation continuum (8).
Mediator ethics, including appropriate local ethical standards	The Ethics in Mediation Module (Point 9, in the Course Outline document) is a single module providing a clear understanding of ethical issues and the tools to use mediation skills ethically and effectively. Exercises are included to help the learner understand and recognize the ethical challenges most likely to occur in each stage of the mediation process and appropriate responses to avoid such issues.
Forms of listening skills and communication strategies	<p>The Communications in Mediation Module (see Course Outline document) is a single module helping mediators develop the skills to recognize and use communication techniques effectively, including active listening, strategic questioning, delivery, appropriate word choice, and non-verbal communication.</p> <p>These concepts are integrated and reinforced throughout the course, especially in the Convening, Opening, and Negotiation Modules (Points 2, 5, and 8 in the Course Outline document). Mediator Laila Ollapally demonstrates these skills and strategies</p>

	<p>throughout the Kumar v. Kumar simulated mediation.</p> <p>The subsequent live facilitated session focuses on Communications in mediation and includes exercises in listening, looping, summarizing, and reframing.</p>
Process management skills, including the use of joint and private meetings	<p>The Convening Techniques in Mediation Module (2 in the Course Outline) is devoted to the concepts of process design and mediation models. This is further discussed in the Opening Module (5 of the Course Outline) and throughout the Negotiations Module (8 in the Course Outline document). Learners then observe Laila Ollapally discuss the available processes and, together with counsel, develop a process that meets the specific needs of the parties in Kumar v. Kumar.</p> <p>Role plays at the end of each stage further emphasize the process management skill, including the use of joint and private sessions.</p>
Negotiation strategies and skills to manage the content of the dispute	<p>The purpose of the second part of the Negotiations in Mediation Module is to help learners apply the theoretical foundation of negotiation to the various strategies and tools, and thoughtfully, ethically, and effectively assist parties through all stages of the negotiation process. Learners are then able to observe the use of various negotiation strategies and skills in the Kumar v. Kumar Mediation simulated mediation and, importantly, observe the impact of those techniques on the mediation process. The ensuing live sessions reinforce these strategies and techniques through specific exercises and role-</p>

	<p>play scenarios. Evaluation and feedback are provided to further the learning.</p>
<p>Ways of responding to the diverse behaviours of the parties</p>	<p>The Culture and Bias in Mediation Module aid beginning mediators in developing an understanding of the influence both culture and bias has on communication and conflict. In addition, the module shows how biases shape our ability to process information and achieve important connections. Examples and case studies give learners the opportunity to learn about and witness ways to respond to these various behaviors.</p> <p>The Opening module helps the learners appreciate and respond to the various behaviors of the parties in the opening stage. This includes responding with a Mediators Mind™ to both the parties and the lawyers in dispute, as well as other actions taken by the mediator in the pre-opening and opening phases.</p> <p>The Emotions in Mediation Module helps beginning mediators appreciate the impact emotion has on both the underlying dispute and on the mediation process itself. From there, learners are taught (through real-life examples and exercises) various strategies to respond when presented with diverse behaviors of the parties.</p> <p>The Apology & Forgiveness in Mediation Module teaches the nuances of offering and accepting apologies during mediation, and the impact of their use on parties' behaviour. Throughout the Kumar v. Kumar simulated mediation, learners are given many</p>

	opportunities to observe various behaviors of the parties (and counsel) and the mediator's ability to work with these behaviors. Understanding of and fluency with these critical concepts are further discussed, observed, and evaluated in each of the subsequent role plays and facilitated discussions. Feedback is provided.
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3. 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 the guidelines.

Attach competency framework	See Annex Competency Framework
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4. 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	The course is a minimum required length of at least 40 hours and includes online learning as well as live facilitation. Participants have access to additional study material as well.
Asynchronous learning <i>Up to 10% of the minimum 40 hours' course may be delivered asynchronously. Applies to programs that are conducted partially or entirely online.</i>	The EMA-CAMP program is structured as follows: Online course instruction (Asynchronous): 9 modules covering the topics as outlined above that are completed by the participant asynchronously, at their own pace, including shadowing (virtual) a full mediation from convening through to settlement with a professional mediator. Reflective exercises,

	<p>module-specific assignments, and feedback interaction with the assessment team are also included.</p> <p>Live facilitation (Synchronous) 36 hours, after every 1-2 modules for (1) Role Play simulations (2) Query resolution, and group discussions focusing on the Indian legal and cultural mediation experience.</p>
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5. Group Size

It is recommended that courses have a maximum class size of 30 students.

Maximum class size	The maximum class size is 30.
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7. 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%.

The trainer-student ratio should range between an ideal of 1 trainer to every 6 participants; to a maximum of 1 trainer to every 10 participants.

Lecturing, knowledge input, presentation	<p>We offer 4 hours + of Lectures, Knowledge, Input, and Presentation (10% of the total course).</p> <p>The lecturing/knowledge input and presentation section is predominately asynchronous and online and includes a mixture of engaging text, interactive diagrams, and commentary videos by EMA experts</p>
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	<p>such as Bruce Edwards, Judge Daniel Weinstein, Niranjana Bhatt, Sriram Panchu, Nina Meierding, Rebecca Westerfield, and many others, each with at least 25 years of mediation experience, sharing their professional experiences and perspectives.</p> <p>Many of the videos are also Bruce Edwards's reflections on what the student/participant has just watched in the Kumar v. Kumar Mediation with Laila Ollapally as mediator. In this manner, students can observe parts of mediation and hear the reflections, tips, and feedback from another highly experienced mediator on that part of the mediation.</p> <p>The self-paced format and shadow video design of the online course capitalize on current research on how adults learn which shows that spaced practice (i.e., concepts presented over time) is superior to massed practice (i.e., single, or multiple, consecutive day workshops).</p>
Exercises and discussion	<p>We offer 16 hours + of exercises and discussions (40% of the course).</p> <p>In the online course component, this includes interactive exercises where the learner is given immediate feedback and observations by Bruce Edwards and/or other EMA experts on responses to reflective questions throughout each module and end-of-module assessments.</p> <p>In the live facilitated sessions, which are synchronously held, exercises and discussions are targeted to enhance the knowledge input presented in the online course for that specific module. Discussions are held with the experts, Laila Ollapally</p>

	and Bruce Edwards in “Expert Sessions” as well as in participant discussion groups.
Role-playing, coaching, and feedback	<p>We offer 20 hours + of Roleplay & Coaching (50% of the course).</p> <p>Role play and coaching are very important parts of this program. In the online course component, this includes shadowing with Laila Ollapally as she mediates a full-day, two-party, Indian family business dispute. Participants also role play every stage of the mediation process (i.e. Convening/ Opening/ Gathering Information & Managing Emotions/ Negotiation) which are observed by an experienced mediator who provides real-time feedback and coaching to participants. Peer feedback is also provided in these role-play sessions. These role plays are held online as live, synchronous sessions.</p> <p>At the end of the program participants role-play an entire mediation. There is an experienced mediator as an assessor to provide feedback and assess the performance of the participant. Self-reflection after the final role-play is also encouraged through checklists developed by EMA & CAMP.</p>

8. 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>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</p>	<p>Participants have access to the course material for at least 6 months from the date of enrolment. Extensions are granted upon request. All suggested reading materials are included in the coursework.</p> <p>With respect to role plays, Participants experience role plays six times - tracking each stage of the mediation - during the program - convening, opening, Information Gathering/ Managing Emotions (Caucusing), Negotiation, and once after the completion of the course.</p> <p>Depending on the group we either track a single role-play or provide the group with a different fact sheet to role-play a particular stage of the mediation. Role-play facts are provided at least 5 days before the session. Every participant is given at least one opportunity to serve as a mediator. Role-play sessions are scheduled for at least 1 hour each. An observer/ coach, who is an experienced CAMP Mediator, is assigned to each role-play group to coach as well as facilitate a debriefing session with all the role-play participants.</p> <p>At the end of the course, participants are also expected to engage in a full role-play - from Opening to end-stage Negotiation. This role-play session is conducted online as a live session with an assessor giving real-time feedback to the participants at the end of the role-play. For those unable to attend the live online role-play session, the role-play may be recorded and submitted to CAMP. An assessor will study the role play and schedule a call with the participant to provide feedback. The feedback call</p>
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	<p>will be scheduled within 15 days of submission of the video recording of the role play.</p> <p>CAMP provides participants with role-play briefs at least 5 days before the session.</p>
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9. 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 or a course manager 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	No
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
Comment where guidelines are not met	

10. 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?	<p>An observer, who is an experienced mediator, is assigned to every role-play session. Observers serve as coaches and offer feedback as well as facilitate feedback from the other role-play participants.</p> <p>At the end of the course, participants also engage in a full role-play - from Opening to Settlement. There is an assessor for each participant to give feedback.</p>
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	The criteria based on which assessment and feedback are provided are available in the Student Feedback and Assessment Form, attached as Annexure D.
Attach course feedback forms or guidance	<i>See Annex Student Feedback & Assessment</i>

6 and 11. Online programs

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).

Course design	<p>The platform used to host the online course is 'Totara', an interactive platform that allows for an organized, engaged approach to online learning. The online course integrates three primary teaching tools which are integrated into each module: active application of existing knowledge and new material, guidance, and expertise from industry pioneers, and student interaction with EMA experts and Bruce Edwards through online assignments.</p> <p>Users are not allowed to skip ahead and must participate in every activity. Once they have completed an activity, they can go back and forth to review it as needed. Concepts are introduced and students are then allowed to reflect on their understanding through challenge questions. The concepts are then expanded upon through written form, video commentary from experts with years of experience mediating, and exercises built into the</p>
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	<p>course using technology to provide immediate feedback. At the end of each module, students submit a written assessment of lessons and concepts; written feedback is provided and if necessary, students are provided an opportunity to refine and resubmit their assessments responses.</p> <p>The learning is also organized around a unique Indian simulated mediation (Kumar v. Kumar), with Laila Ollapally, a well-known Indian mediator serving as the mediator. This filmed mediation is interwoven into each module and allows the learner to observe Laila Ollapally use the techniques and skills as they are learning them. This “movie” has the effect of increasing engagement as students are anxious to see if and how the mediation settles.</p> <p>The facilitated sessions are scheduled after every 1-2 modules and structured in a manner that engages the learner in reflection exercises, live role-play simulations, and group discussions, and finally have the opportunity to seek clarifications with Senior Expert Mediators such as Bruce Edwards and Laila Ollapally.</p>
<p>Provisions for participants not able to attend all 40 hours</p>	<p>This program is self-paced. The online course is available to the participant for 6 months after enrolment, which may be extended on request. Live Facilitations which include Q&A as well as role-play sessions are held as per a predetermined schedule which is shared with the participants at the time of enrolment.</p> <p>Q&A sessions that are held as part of the live facilitations are recorded for those who are unable to attend. The EMA-CAMP program is offered at least</p>

	<p>2-3 times a year. If a participant is unable to attend the role plays as part of their cohort, they can attend the subsequent cohort role-play sessions to meet the requirements of the program.</p> <p>Completion of the online course and attendance of the live facilitations, as described above, is required to obtain the IMI-approved certificate.</p>
Preparing the participants	<p>An orientation session is held at the start of the program wherein participants are introduced to the Learning Management System, the online course and how to navigate it, the structure of the facilitated sessions and what will be covered in each session as well as ways to seek help if they have difficulties.</p> <p>WhatsApp groups are also created for participants in each Cohort with members from EMA as well as CAMP as part of the group to respond to technical, technological, and administrative questions. These groups have continued after the session has been completed as reflective groups to share learning and opportunities with each other and with CAMP/EMA.</p>
Informal meetings	<p>This is an online course with students and participants from across India. WhatsApp groups are created for conversations around mediation, and query resolution regarding administrative, technological as well as technical issues as well as to keep each other motivated to keep pace with the program schedule. Small triads (groups of 3) are assigned at the beginning of each session to serve as smaller learning groups and as an additional way to keep participants engaged, motivated, and accountable throughout the program.</p>

Role-plays for post-course assignment

Participants experience role plays six times - tracking each stage of the mediation - during the course of the program - convening, opening, Information Gathering/ Managing Emotions (Caucusing), Negotiation, and once after the completion of the course.

Depending on the group we either track a single role-play or provide the group with a different fact sheet to role-play a particular stage of the mediation. Every participant is given at least one opportunity to serve as a mediator. Role-play sessions are scheduled for at least 1 hour each. An observer/coach, who is an experienced CAMP Mediator, is assigned to each role-play group to coach as well as facilitate a debriefing session with all the role-play participants.

At the end of the course, participants are also expected to engage in a full role-play - from Opening to end-stage Negotiation. This role-play session is conducted online as a live session with an assessor giving real-time feedback to the participants at the end of the role-play. For those unable to attend the live online role-play session, the role-play may be recorded and submitted to CAMP. An assessor will study the role play and schedule a call with the participant to provide feedback. The feedback call will be scheduled within 15 days of submission of the video recording of the role play.

CAMP provides participants with role-play briefs at least 5 days before the session.

Written component of post-course assignment	<p>After the final role-play, participants are expected to complete a reflection sheet as part of the Workbook to help them reflect through their role-play. The reflection sheet will cover:</p> <p>Stages of the mediation process and goals of each stage, essential skills used at each stage Essential elements that must be thought about if the mediation were to occur in person venue arrangement including having sufficient rooms, ensuring suitable refreshments and useful equipment, the layout of tables and chairs, and the seating arrangement.</p> <p>Building rapport with the parties in-person Special needs would be addressed differently.</p>
Feedback on post-course assignment	<p>An observer, who is an experienced mediator, is assigned to every role-play session. Observers serve as coaches and offer feedback as well as facilitate feedback from the other role-play participants. At the end of the course, participants also engage in a full role-play - from Opening to Settlement. There is an assessor for each participant to give feedback. The criteria based on which assessment and feedback are provided are available in the Student Feedback and Assessment Form.</p> <p>After the final role-play participants are also required to complete the Reflection Sheet as part of their Workbook.</p>
Supporting documents	<i>See Annex Student Feedback & Assessment</i>

11. 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>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</p>	<p>The CAMP/EMA IMI Qualifying Mediation Skills for the Indian Audience course does provide an assessment of a participant's competence as a mediator. We do this in the following three ways:</p> <ol style="list-style-type: none"> 1. Students must pass the written assignment at the end of each module. They must successfully complete at least 8 out of 9 modules (excluding the Careers module). After each assignment is submitted our team of experts evaluates the submission and provides feedback to the participant. Passing criteria for the same in a later part of this document. 2. Role Play sessions are conducted at various stages of the learning module - this coincides with the participants learning of the mediation process. These role plays are observed, and each participant is given individual feedback by the observers. This assessment is not evaluated/scored. 3. Final role-play assessment: In this role-play the participant must conduct an entire mediation from its inception to its conclusion. <p>The participant must choose one of 2 options available, namely:</p> <ol style="list-style-type: none"> A) 1-hour, live role play conducted in the presence of an observer. B) one-hour recorded role play submitted to the observer.
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	In both options, the observer will evaluate and give feedback to the participant according to the criteria mentioned in the student feedback and assessment document. Passing criteria for the same in a later part of this document.
Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?	<p>Except for the Getting Started module, each module of the online course ends with an assignment. The learner is given several prompts to respond to and submit answers by email for formal evaluation of knowledge gained. The EMA team reviews and evaluates the assignment and written feedback is provided.</p> <p>For the live component, as described above, knowledge and performance as a mediator are assessed through role-play and other exercises/activities throughout the training sessions. Oral feedback is provided at the end of each role-play session. Participants also engage in a final role-play to assess knowledge and skills.</p>
Process of appointing assessors on a course	<p>There will be a panel of assessors comprising two levels:</p> <p>Level 1 Assessor (Senior)</p> <p>Level 2 Assessor (Junior)</p> <p>To apply to the panel, assessors will be required to fulfill the following criteria:</p> <p>Level 1 Assessor</p> <p>Criteria & Qualification</p> <p>Educational & Professional Qualification</p> <p>Post-graduate in their chosen profession</p> <p>Professional experience of at least 18 years</p> <p>B. Mediation Experience and Competence</p> <p>At least 100 hours of mediation practice in the past</p>

three years.

At least 20 hours of continuing education in mediation theory and skills taken or taught within the preceding year.

Current knowledge of theory and skills of mediation (i.e., through recent training, reading, and conferences). A clear working familiarity with the knowledge and skills necessary to demonstrate competence in the area of mediation and assessment.

Level 2 Assessor

Criteria and Qualification

Educational & Professional Qualification

Postgraduate in their chosen profession

Professional experience of at least 12 years

B. Mediation Experience and Competence

Assessors will have theoretical and practical experience in mediation.

Completed one Basic Mediation training

25 hours of mediation practice in the preceding year

Conducted a minimum of 8 hours of training in the preceding year.

Current knowledge of theory and skills of mediation (through participation in webinars, conferences, and reading). A clear working familiarity with the knowledge and skills necessary to demonstrate competence in mediation and assessment.

Selection

Candidates who fulfill the above criteria and apply to be an assessor will be selected by CAMP for an interview with CAMP Senior Mediators to assess their commitment and deeper understanding of the nuances of the mediation process.

Coaching

Once selected, the Senior Assessor will be coached by CAMP and EMA Leadership Team on the learning objectives of the India International Mediation Training course.

	Appointment of assessors from the selected panel to a specific course will be at the discretion of EMA and CAMP.
Clarification of passing criteria. How a student passes or fails this program	<p>The assessment for a student to become IMI Qualified under the CAMP/EMA program is threefold:</p> <ol style="list-style-type: none"> 1) Students have successfully completed the entire online course and participated in all role-play sessions as part of the live facilitated sessions. 2) Students must pass the written assignments at the end of each module. They must complete at least 8 out of 9 modules (excluding the Careers module). Further, they must score a minimum of 90% in each written assignment. 3) Students have demonstrated a strong understanding of the mediation process by achieving 80% or more in the final role-play assessment. (See attached Student Feedback and Assessment). <p>Certificates of completion are only granted when all the above requirements are successfully fulfilled.</p>
Next steps taken, should a student fail.	<p>If a student fails to pass one of the written assignments in a module, they will be given another opportunity to retake that module and redo the assignment.</p> <p>If a student does not demonstrate an understanding of the stages of the mediation process or the fundamental skills of communication and connection in the role play, the assessor and trainer will discuss the areas that need to be improved with the student. If needed, the student will be recommended to go back through the online program and participate in the subsequent facilitated live training sessions with a</p>

	heightened emphasis on those areas of deficiency. EMA and CAMP work together at all times to provide maximum support to our learners.
Policy documents relating to assessment (optional / if applicable)	See Annex Student Feedback & Assessment

12. 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.

Indicate what your organisation does to facilitate participants' development as mediators	We hold periodic webinars, and opportunities for observing, co-mediation and mentoring are also available.
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13. Complaints and Appeals

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.

Attach complaints and appeals policy	See Annex Complaints and Appeals Policy
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Conflicts of Interest

Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.	See Annex Conflict of Interest Policy
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Upload conflicts of interest policy (optional / if applicable)	<i>See Annex Conflict of Interest Policy</i>
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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	
New TCAs are to be observed and given performance feedback by senior colleagues	
Explain your peer review system for trainers, coaches and assessors	<i>See Annex Train the Trainer Program</i>
Attach Train-the-Trainer Program	<i>See Annex Train the Trainer Program</i>
Attach template feedback form	