



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Public Union 'Ukrainian Academy of Mediation'

IMI Certified Mediator Training Program

The Organisation

Legal name	Public Union 'Ukrainian Academy of Mediation'
Contact details	65026, Ukraine, Odesa, Gretska street, 17; 00380679393585; info@mediation.ua
Website	https://mediation.ua/
Program delivery	In-person and online
Locations and languages	Ukraine, Ukrainian

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	2014, Ukraine
Training course registered in	Yes

accordance with jurisdiction requirements	
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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	See Annex UAM – Course Outline
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	Yes, third day of the Module 1 and in the beginning of every other Module as a "Remember Everything" exercise (2 hours)
The roles of legal counsel and representatives	Yes, 2 nd day of Module 4 (55 min)
Overview of negotiation and conflict resolution theory	Yes, 1 st and 2 nd day of Module 1 (1 hour 20 min)

Mediator ethics, including appropriate local ethical standards	Yes, 3 rd day of Module 4 (50 min)
Forms of listening skills and communication strategies	Yes, 2 nd Module (6 hours)
Process management skills, including the use of joint and private meetings	Yes, 3 rd day of Module 1, 3 rd day of Module 2, and 1 st day of Module 3 (1 hour 15 min)
Negotiation strategies and skills to manage the content of the dispute	Yes, 1 st and 2 nd day of Module 1 (4 hours)
Ways of responding to the diverse behaviours of the parties	Yes, 1 st day of Module 1, 1 st and 2 nd day of Module 2 (2 hours 25 min)

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 UAM – 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	96 hours
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>	0

5. Group Size

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

Maximum class size	24
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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	Yes
Exercises and discussion	Yes
Role-playing, coaching, and feedback	Yes

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.

In what format and how far in advance do participants receive general course materials and confidential role play briefs?	<p>Our team of trainers have created workbooks for each module with lecture material and a list of recommended literature.</p> <p>Workbooks are given to participants at the beginning of each module (hardcopies for the offline course and digital PDF copies for the online course) so that participants can consolidate acquired knowledge</p>
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	<p>and developed skills.</p> <p>Role-play instructions and briefs are provided prior to the role-plays.</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 (usually 3-4 persons)
Mediation time slots within role plays are a minimum of 45 minutes	Yes (usually 1-2.5 hours)
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	Yes

the role play time	
Coaches are rotated among groups and participants	Yes
Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants	Yes
Role plays during the course ensure participant work with the widest range of fellow participants as possible	Yes, interaction of participants is structured in such a way that all of them work with each participant in different ways (role-plays, exercises, groups and couples work).
All participants mediate the same number of times in role plays	Yes, they all play as parties and as mediators the same number of times.
Role plays are varied in subject matter and allow for practice of different stages of the mediation process	Yes, we have different cases and participants practice all stages of the mediation (every stage separately after each lecture and all stages as the full process).

Comment where guidelines are not met	
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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?	Trainers’ and coaches’ feedback is always given verbally after every exercise and role-play, and when it is needed – during the exercise and role-play.
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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 program is the same for both formats and for a total of 96 hours. For the in-person course it’s 4 modules divided into 12 days (8 hours each day) and for the online course it’s 4 modules divided to 24 days (4 hours each day).</p> <p>UAM’s online course is carried out on the professional Zoom platform (with divided groups in different rooms, screen demonstration, video materials, questionnaires etc.). We use online</p>
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	<p>studying instruments as Google Docs, Jamboard, Miro, Mentimeter, PowerPoint presentations, videos etc. Lectures are maximum 20-25 mins and the rest of the day students are instructed to do tasks as a group, pair or individually, including discussing and role-playing, promoting very interactive communication with a lot of feedback. The online course is 96 hours over 24 days (4 hours each with 20 min break after 1 hour 50 min of studying).</p> <p>We ensure that 3 trainers are always online with the participants, and 5-6 trainers are present during the final simulation.</p>
<p>Provisions for participants not able to attend all 40 hours</p>	<p>If a student misses more than 10% of the course (about 10 hours), he/she should participate in the same day of lessons with the next group. We keep a log of student attendance for each course. It is only following this that a student will receive the certificate of graduation.</p>
<p>Preparing the participants</p>	<p>For our online course we always send workbooks to our students and before the course we conduct an installation session which lays out how we teach and how to study online. The training also covers usage of online tools to ensure that the participant is familiar with using them. For those who need more assistance, we provide one more training to help them adapt to using online tools.</p>
<p>Informal meetings</p>	<p>We always invite our students to all the offline and online events which we or our partners organize during and after the course.</p>

<p>Role-plays for post-course assignment</p>	<p>Our courses always include an in-person practice component. We have also organized a Simulation Club where we support our graduates to participate in role-plays after the course.</p> <p>For the online course, students will be asked to a video record of an in-person role play that will be assessed by UAM.</p>
<p>Written component of post-course assignment</p>	<p>All our students should pass a knowledge test and pass the final simulation in which trainers evaluate every student's competencies.</p>
<p>Feedback on post-course assignment</p>	<p>We always provide 96 hours of our course studying with trainers and coaches, students get feedback in the end of every task, simulation and at the end of the day.</p>
<p>Supporting documents</p>	

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>Yes, we conduct a final mediation knowledge test and final simulation where every student is expected to show mediator competencies. The trainers supervise and evaluate the students during the simulation.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>Yes, we conduct a knowledge test and final simulation where every student is expected to show mediator competencies. The trainers act as parties in this simulation as well as supervise and evaluate the students.</p>
<p>Process of appointing assessors on a course</p>	<p>We invite ex-trainers or practicing mediators to assess our participants.</p>
<p>Clarification of passing criteria. How a student passes or fails this program</p>	<p>Participants must attend at least 90% of the course as well as pass the final test and simulation.</p>
<p>Next steps taken, should a student fail.</p>	<p>If a participant has missed more than 10% of the course, he/she should attend the next course for missed lessons.</p> <p>If the participant did not pass the test or final simulation, he can provide a written request to retake the test or final simulation.</p>

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.

<p>Indicate what your organisation does to facilitate participants' development as mediators</p>	<p>UAM has organized the Simulation Club and group where we support our graduates to participate in role-plays after the course and share their challenges in their practice as a mediator. We also provide mentor support for our graduates and opportunities to practice in real cases with the participation of more experienced mediators. Further, we invite our students to all the offline and online events which we or our partners organize during the course and after it.</p>
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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.

<p>Attach complaints and appeals policy</p>	<p>See Annex UAM – Complaints and Appeals Policy</p>
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Conflicts of Interest

<p>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</p>	<p>We provide open access to our list of trainers and coaches for all the students. The students are questioned about any possible conflict of interest when confirming course participation. After we have formed a list of course participants, we also run this list by our coaches and trainers to avoid conflict of</p>
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	interest.
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Trainers, Coaches, and Assessors

<p>Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.</p>	<p>Yes</p>
<p>Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.</p>	<p>Not Applicable</p>
<p>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.</p>	<p>Yes</p>

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

<p>Comments and/or explanations</p>	<p>Our panel of TCAs are all practicing trainers, who have completed 96 hours of basic mediator training provided by Deutsche Anwalt Akademie, Germany.</p>
<p>New TCAs are to be observed and given performance feedback by senior colleagues</p>	<p>If there is a new TCA, at least one senior colleague will be present during the course and provide supervision and feedback to a new TCA after the training.</p>
<p>Explain your peer review system for trainers, coaches and assessors</p>	<p>The introduction of new trainers and coaches takes place in several stages:</p> <ol style="list-style-type: none"> 1. Receipt and consideration of the resume of the applicant. Prerequisites: basic mediator training (minimum 90 hours), practical experience as a mediator (minimum 1 year), training "Trainer for Trainer" (minimum 40 hours), letters of recommendation (minimum 2). 2. Conducting a personal interview with the applicant. Determination of the professional level of the applicant as a mediator (knowledge of the procedure and principles of mediation, possession of the necessary competencies, case studies, simulation) and a trainer (oratory skills, teaching methodology, group dynamics, work with difficult students). 3. Passage of training "Trainer for BMT trainer" in UAM 40 hours. Familiarization of the new trainer/coach with the course program, lecture

	<p>content and practical tasks, working out tasks and simulations.</p> <p>4. Introduction of a new trainer/coach into the training course with obligatory mentoring of existing trainers (minimum 2 full courses "Basic mediator training") and post-supervisions (minimum 8 supervision - 1 supervision after each module).</p>
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