



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Equa.Law

IMI Certified Mediator Training Program

The Organisation

Legal name	Equa.Law
Contact details	Address- 405, R-5 Yudhishtir marg, C-scheme, jaipur, Rajasthan, India. Email- registrar@equa.law Phone number- +91 9928168300
Website	https://trainings.equa.law
Person completing application	Name - Rajan Prajapati Title/position - Registrar at Equa.Law phone number- +91 9413150000
Program delivery	The program and its assessment are delivered entirely online.
Locations and languages	India – English, USA – English and Russia - Russian

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	2020, Equa has been registered under the Indian Companies Act 2013
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Training course registered in accordance with jurisdiction requirements	Not required
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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	Please see Annex Equa.Law – Course Content.
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	Module 2 of our course titled Mediation: Concepts & Theory focuses on the concept of mediation which provide a detailed overview of principles of mediation. The process of Mediation is covered in several modules which are Module 2- Mediation: Concepts & Theory and in Live sessions which focus on role plays. However, in addition to aforementioned modules and live sessions we have cumulated the process of mediation (divided into 4 stages) in a separate module titled Module 11: Process of Mediation.
The roles of legal counsel and representatives	Module 2 of our course, titled Mediation: Concepts & Theory in chapter 1 consists in detail about the role of legal counsel in a mediation session. For illustrating, a lawyer's role is to use his legal skills and practical knowledge to see if a solution is possible, and if so, to

	<p>help evolve one. A primary role is to protect the client's legal interests. The lawyer must also ensure that the client is made aware of the implications of the decision he is taking.</p>
<p>Overview of negotiation and conflict resolution theory</p>	<p>Module 3 of our course, titled Negotiation in Mediation and Conflict theory completely focuses on negotiation in mediation including its importance in a mediation session and live sessions to develop a better understanding of negotiation as a whole and its applicability as well as role plays to inculcate negotiation skills in our learners. Module 3 also consist of a chapter on conflict theory, explaining what is understood by it and different ways and methods of conflict resolution.</p>
<p>Mediator ethics, including appropriate local ethical standards</p>	<p>Module 7 of our course, titled Ethics in Mediation consists of chapters and course material underlining the relation between ethics and mediation, the importance of ethics in mediation and ethics a mediator should possess. our chapters and live session on ethics in mediation also help our learners develop a better understanding and inculcate those values and ethics of a mediator that are internationally required and accepted and as prioritized by Equa.</p>
<p>Forms of listening skills and communication strategies</p>	<p>Live Session 2 of our course titled Mediation techniques, focuses on Importance of Communication, Active listening, empathy, and rapport building. Live Session 3- Exercises, Role plays and exercises to enhance communication skills.</p>

<p>Process management skills, including the use of joint and private meetings</p>	<p>Module 2 of our course titled Mediation: Concept & Theory in its chapter 1 defines joint and caucus sessions and their practical use. Process management skills are covered extensively in Module 11 with stages of mediation.</p>
<p>Negotiation strategies and skills to manage the content of the dispute</p>	<p>Module 3 of our course, titled Negotiation in Mediation and Conflict theory completely focuses on negotiation in mediation including its importance in a mediation session and live sessions, mainly live sessions 4 & 5 titled Negotiation 1 & 2 focus only on practical skill development. The main aim of the live sessions is to develop a better understanding of negotiation as a whole and its applicability as well as role plays to inculcate negotiation skills in our learners.</p>
<p>Ways of responding to the diverse behaviours of the parties</p>	<p>Live session 2 titled Mediation techniques and Live session 3 titled Exercises, as mentioned before focuses on Importance of Communication, Active listening, empathy, and rapport building and also on a mediator's response towards parties. In addition to these live sessions, all live sessions which focus on role play also focus on this essential skill a mediator should possess.</p>

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.

<p>Attach competency framework</p>	<p>Please see Annex Equa.Law – Competency Framework.</p>
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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	40 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>	10% of our course is delivered asynchronously. 90% of our course is delivered synchronously through live sessions hosting discussions and exercises and through separate live sessions hosted as doubt clearing sessions.

5. Group Size

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

Maximum class size	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.

<p>Lecturing, knowledge input, presentation</p>	<ol style="list-style-type: none"> 1) 10% 2) The maximum trainer to participant ratio for this methodology is 1:10, 1 trainer to 10 participants. 3) The modules offered to our participants beforehand are comprehensive. Those include chapters in text form for knowledge input, these modules also include presentations for engaged learning.
<p>Exercises and discussion</p>	<ol style="list-style-type: none"> 1) 40% 2) The maximum trainer to participant ratio for this methodology is 1:10, 1 trainer to 10 participants. 3) Each live session, synchronous with the modules focuses on discussion and exercises. in addition to exercises and discussions our course has scheduled live sessions focused solely on doubt solving.
<p>Role-playing, coaching, and feedback</p>	<ol style="list-style-type: none"> 1) 50% 2) The maximum trainer to participant ratio for this methodology is 1:10, 1 trainer to 10 participants. 3) Our course, in accordance with IMI's guidelines and criteria for CMTP offers scheduled live sessions completely dedicated to role playing and coaching. The trainers provide curated feedback to our participants based on their performance. the participants

	are regularly encouraged to improve through this curated feedback.
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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>	<ol style="list-style-type: none"> 1) With preliminary registration and purchase of the course, the participants are made available the first two modules and their content which include chapters and power point presentations. As the participants progress in the course meaning completion of each unlocked module, they are able to unlock and access one succeeding module automatically as our learning management system tracks each participant's progress. 2) These modules are automatically made available 48 hours before each scheduled live session. 3) Role play briefs are provided on immediate basis but for practical assessments the participants are provided their respective role play briefs with the notice informing them about their scheduled date and time for practical assessment.
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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	Yes
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	Not applicable, as the guidelines have been complied with.

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).

<p>How is performance feedback given to participants on your course?</p>	<p>Equa's Performance Feedback Criteria for Practical Assessment provides the different stages in which a participant will be assessed in his Practical Assessment. These guidelines are also followed for role plays administered in the course's duration. the trainers/coaches follow these general guidelines and are also authorized to provide feedback to participants as they independently deem appropriate.</p> <p>The trainers/coaches provide feedback to participants verbally for role plays administered during the course. The assessors provide feedback to the participants verbally after completion of each round/session of the practical assessment.</p>
<p>Attach course feedback forms or guidance</p>	<p>Please see Annex Equa.Law – Course Feedback Forms or Guidance.</p>

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).

<p>Course design</p>	<p>Our modules offer a comprehensive approach to mediation as a whole which begins from introduction to ADR, concept and theory of mediation focusing on essentials and principles of mediation continuing with skill development</p>
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	<p>and practical approaches to mediation. The quality, effectiveness and engagement of the course is ensured through relevant and indulging course material which include text, video lectures and presentations.</p> <p>In addition to these modules, our live sessions scheduled with each module are designed to engage discussions, exercises and doubt solving sessions. These live sessions offer expert curated advice from our experienced and well-established trainers to our participants which help them develop a better understanding of the course content and drive them forward towards becoming competent mediators.</p> <p>In the introductory session titled Live Session 1, the participants are thoroughly informed and trained about the platform's usage and its working so as to ensure an obstacle free learning experience for our participants. In case, any concern or issue arises in the course's duration, the participants can approach the designed authority as directed by Equa's Complaints and Appeals Policy.</p> <p>Measures taken by us to ensure that online course delivery is engaging and effectively conveys course deliverables:</p> <ol style="list-style-type: none">1) Our courses are hosted on a robust Learning Management System, providing
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	<p>easy access to course materials, assignments, and communication.</p> <ol style="list-style-type: none">2) We conduct live sessions and discussions using industry-standard video conferencing and webinar platforms to facilitate real-time interaction between instructors and participants, fostering engagement.3) Multimedia elements like video lectures, animations, and interactive quizzes are strategically integrated throughout the course to enhance engagement.4) Well-planned breaks are scheduled strategically within the courses to allow participants to recharge and absorb information effectively.5) We prioritize accessibility by ensuring that all course materials, including video content transcripts, alt text for images, and screen reader compatibility, are available.6) Regular live webinars and discussions provide opportunities for real-time Q&A, group discussions, and networking with instructors and peers.7) Some modules in the course offer personalized assignments and feedback, tailoring the learning experience to individual needs.8) Assessment tools and quizzes are used to gauge participants' understanding of course content, enabling progress tracking and identification of areas for improvement.
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	<p>9) Our technical support team is readily available to assist participants with any technical issues they may encounter during the course.</p> <p>About course programming and breaks:</p> <ol style="list-style-type: none">1) Batches for mediation programs are regularly released through updates on our website and social media handles a couple of weeks before the program starts. Learners can register for the course on the website after paying the designated fees.2) The course begins with an introductory session covering Equa, mediators, and the course structure for the upcoming weeks. After this session, the course content is made available on the website. Initially locked, it becomes accessible after completing specific chapters or modules, ensuring timely access.3) The course content includes exclusively designed written material, self-explanatory presentations, video lectures, quizzes, and short assignments. This diverse content approach prevents monotony and helps in better understanding and engagement.4) Following each module, live explanatory and doubt clearing sessions are scheduled to provide participants with a comprehensive understanding of the course content.
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	<p>5) Upon completion of all modules, participants are required to complete a practical assignment (role play) followed by a theoretical assignment to fulfill the course requirements.</p>
<p>Provisions for participants not able to attend all 40 hours</p>	<p>Equa's Assessment policy in its clause 6(a) provides provision for such a case. Clause 6(a) of Equa's Assessment policy is as follows.</p> <p>Where for any reason, a participant is unable to complete all 40 hours of training, at the discretion of the trainers and EQUA, be given permission to review the recording of the session missed and/or complete extra coursework.</p>
<p>Preparing the participants</p>	<p>Equa is thoroughly committed to ensure that our participant's learning experience is not hindered in any way. Equa ensures that our participants are fully equipped to undertake an online course through three methods.</p> <ul style="list-style-type: none"> a) Equa provides registration guidelines to interested persons. b) Equa, beforehand provides its participants with a platform user guide. The same is reiterated in our introductory Live Session 1. c) Through Live Session 1, the participants are thoroughly informed and trained about the platform's usage and it's working so as to ensure an obstacle free learning experience for our participants.

	<p>They are also given a complete analysis of how our program is going to be conducted thereon and all information regarding the course is conveyed to our participants.</p>
<p>Informal meetings</p>	<p>We are open for discussion and consideration if the participants request so. The same can be arranged at our Head Office.</p>
<p>Role-plays for post-course assignment</p>	<p>In this Mediation Training program, Equa administer Role plays as post course assignment after the participant has completed their 40-hour training.</p> <ol style="list-style-type: none"> 1) Upon finishing the 40-hour Mediation Training Program at EQUA the participants are required to engage in an in-person one-hour mediation role-play, aligning with IMI Guidelines for entirely online courses, under the supervision of a neutral assessor. The date and time of the assessment will be notified to the participants on Equa’s website. 2) Participants will be grouped into sets of three or six for practical simulation exercises, with each person taking turns as a mediator and twice as a party during the in-person one-hour mediation role-play. Evaluation is focused on their performance as a mediator. 3) The in-person session is conducted in the presence of the trainer and assessor. It is recorded and securely sent, after

	<p>permission to record and share the session is obtained from all participants involved.</p> <ol style="list-style-type: none"> 4) Equa retains the video recordings of the practical assessment (Role Play) for a period of 1 year from the commencement of this practical assessment. 5) Detailed briefs for role-plays are made available in advance to the participants. <p>Complete specifications of our practical assessment are mentioned thoroughly in Equa's Assessment Policy.</p>
<p>Written component of post-course assignment</p>	<p>In this Mediation Training program, Equa administers theory assessments after Role plays as post course assignment.</p> <ol style="list-style-type: none"> 1) Upon completion of the entire Mediation Training Program at Equa and practical assessment, the participants must also complete a theory assessment. 2) The theory assessment will be administered online. 3) This assessment will include a mix of multiple-choice, true/false questions. 4) Participants have one week (7 days) from completing the practical assessment to complete and submit their theory assessment. 5) To pass the theory examination, participants need to score at least 70% of

	<p>the total marks. The theory assessment will be administered online.</p> <p>Complete specifications of our theory assessment are mentioned thoroughly in Equa's Assessment Policy.</p>
Feedback on post-course assignment	<p>The post-course assignment i.e., the video recording of the in-person role play, will be subject to evaluation and comprehensive feedback in the similar manner and through the same form through which role play practical assessment is evaluated and given feedback for.</p> <p>Participants undergo assessment through a post-course assignment, following which they receive detailed feedback on their performance as per the 'Post Course Assignment Feedback and Evaluation' form.</p>
Supporting documents	<p>Please see Annex Equa.Law – Policy Documents relating to Assessment.</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.

Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?

- 1) A participant's competence as a mediator is assessed through the regular role play exercises administered during the course.
- 2) A participant's competence as a mediator is assessed through the practical assessments carried out at the end of the course as provided.
 - a) Upon finishing the 40-hour Mediation Training Program at EQUA, the participants are required to take part in a Practical Evaluation under the supervision of a neutral assessor. The date and time of the assessment will be communicated to the participants.
 - b) Participants will be grouped into sets of three or six for practical simulation exercises, each group shall be assigned an assessor.
 - c) Each participant will engage in three mediation simulation exercises – two as a party and one as a mediator – for assessment. The evaluation is mainly for mediators, although the parties' performance will also be observed.
 - d) Assessment criteria will be provided beforehand, along with an opportunity for participants to self-assess through a mock evaluation one day before the actual assessment.
 - e) To pass the practical assessment, participants must meet the assessor's criteria in the evaluation sheet.

	<p>To become certified and accredited mediators through EQUA, participants must attend all 40 hours of training and pass both practical and theory assessment.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>Regular exercises included in the online modules and also exercises conducted during the live sessions serve as an assessment of a participant's knowledge as a mediator. In addition, theory assessment, which is conducted at the end of the course is a mandatory assessment for assessing a participant's knowledge as a competent mediator.</p> <ul style="list-style-type: none"> a) Upon completion of the 40-hour Mediation Training Program at Equa and practical assessment participants must also complete a theory assessment. b) The theory assessment will be administered online. c) This assessment will include a mix of multiple-choice, true/false questions. d) To pass the theory examination, participants need to score at least 70% of the total marks. <p>To become certified and accredited mediators through EQUA, participants must attend all 40 hours of training and pass both practical and theory assessment.</p> <p>Completion of practical assessment is a prerequisite for attempting the theory assessment.</p>

<p>Process of appointing assessors on a course</p>	<p>Equa ensures that the assessors appointed are independent of the training and are neutral. Equa also ensures that there is no conflict of interest between assessors and participants. In addition to neutrality and independence, a minimum criterion for being an assessor for Equa's assessments, the candidate for an assessor must be an experienced mediator for minimum 5 years with active experience in ADR or a legal professional with minimum experience of 5 years. It is a requirement for our TCAs to have conducted at least two actual mediations of at least four hours' duration in each of the preceding three years before being appointed.</p>
<p>Clarification of passing criteria. How a student passes or fails this program</p>	<p>Clause 3 (Practical Assessment) of Equa's Assessment policy lays down the requirement for passing the Practical examination.</p> <ul style="list-style-type: none"> a) To pass the practical assessment, participants must meet the assessor's criteria in the evaluation sheet. b) Assessment criteria will be provided beforehand, along with an opportunity for participants to self-assess through a mock evaluation one day before the actual assessment. <p>Clause 4 (Theory Assessment) of Equa's Assessment policy lays down the requirement for passing the Theory Assessment.</p> <ul style="list-style-type: none"> a) To pass the theory assessment, participants need to score at least 70% of the total marks.

	<p>Clause 5 (Requirements for successful completion) of Equa's Assessment policy lays down the passing criteria for the training program.</p> <ul style="list-style-type: none"> a) To become certified and accredited mediators through EQUA, participants must attend all 40 hours of training and pass both practical and theory assessment. b) Completion of practical assessment is a prerequisite for attempting the theory assessment.
<p>Next steps taken, should a student fail.</p>	<p>Clause 6 (Appeals) of Equa's Assessment policy provide provisions for cases where a student is unable to complete the 40-hour training, unsuccessful in completing theory assessment or fails in the theory assessment or fails in the practical assessment.</p> <ul style="list-style-type: none"> a) Where for any reason, a participant is unable to complete all 40 hours of training, at the discretion of the trainers and EQUA, be given permission to review the recording of the session missed and/or complete extra coursework. b) Where a participant fails the practical assessment despite attending all rounds, their assessment recording will be reviewed by another neutral assessor. c) Where a participant remains unsuccessful after the review, they will undergo another mediation simulation at a later date specified by EQUA. d) Where a participant is unsuccessful in completing the theory assessment or fails to

	score 70% marks, such participant will be given one more attempt to complete the theory assessment.
Policy documents relating to assessment (optional / if applicable)	Please see Annex Equa.Law - Policy Documents relating to 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	Equa administers role plays where the participants are in guidance and under the scrutiny of our experienced trainers and coaches. Equa also provides opportunities to our participants to observe real life mediation sessions subject to a non-disclosure agreement.
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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	Please see Annex Equa.Law – Complaints and Appeals Policy.
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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>Conflict of Interest Policy between Trainers/Coaches/Assessors and Participants for Equa’s Mediation Training Program not only outlines clear procedures for identifying and addressing conflicts but also encourages a culture of accountability where all stakeholders, including trainers, coaches, assessors, and participants, are encouraged to uphold the principles of ethical conduct.</p> <p>To avoid potential conflicts of interests, Equa takes the following measures.</p> <ol style="list-style-type: none"> 1) All facilitators and participants will receive training on this conflict-of-interest policy, its purpose and the procedures to follow. 2) The policy, in detail, outlines the steps that must be taken by the facilitators and participants. Facilitators and participants have a shared responsibility to identify and disclose potential conflicts of interest that may arise during the Course. 3) The policy also outlines the procedures for disclosure. <p>Upon receiving a disclosure, the Registrar at Equa will assess the situation and implement appropriate mitigation measures.</p>
<p>Upload conflicts of interest policy (optional / if applicable)</p>	<p>Please see Annex Equa.Law – Conflicts on Interest Policy.</p>

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>Yes</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>

<p>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</p>	<p>Yes</p>
<p>Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes</p>	<p>Yes</p>
<p>Trainers deliver at least one basic mediator skills training course or refresher course every two years</p>	<p>Yes</p>
<p>Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.</p>	<p>Yes</p>
<p>On-going feedback is sought from course participants and given to those delivering the course.</p>	<p>Yes</p>

<p>Comments and/or explanations</p>	<p>It is ensured by Equa that the TCAs appointed by us are competent and qualified and also fulfils the minimum eligibility criterion. Equa is dedicated to providing quality training through its qualified TCAs.</p>
<p>New TCAs are to be observed and given performance feedback by senior colleagues</p>	<p>All Live sessions are recorded including the live sessions conducted by new TCAs. These recordings will be reviewed by our senior TCAs and new TCAs will be given feedback in a meeting held monthly.</p>
<p>Explain your peer review system for trainers, coaches and assessors</p>	<p>Our TCAs observe their peer TCAs at random. In the meeting held monthly for review of new TCAs by our senior TCAs, the TCAs will also be able to provide feedback to their peer TCAs.</p>
<p>Attach Train-the-Trainer Program</p>	<p>Please see Annex Equa.Law – Train-the-Trainer Program.</p>